

A Level Art and Design – Graphic Communications

Curriculum Intent 2021-2022

Core aims of A Level Graphic Communications

Graphic Communications will give you the skills to produce creative work and develop your understanding of graphic design. The intent of this curriculum is to ensure students have the best experience and understanding of developing their design process. The process of design gives students challenging opportunities to find solutions to problems. The Graphic Communications curriculum has been written to maintain the ethos of the whole school curriculum through offering a breadth and depth of knowledge and skills, personal development, challenging opportunities, life-long learning and future preparation. You will develop your knowledge of materials, techniques and skills to communicate ideas and information visually. This course will help you to develop an effective personal visual language and develop your understanding of historical and contemporary influences on design. Studying Graphic Communications will allow you to explore the works of your choice of designers and implement their styles of working into your own. Over the 2-year course, you will go on a creative journey which will be led by yourself and supported by your teacher, you will have creative freedom to produce what you would like as long as it links to the brief and mark scheme. This course is split up into Component 1 and Component 2. Component 1 will start in year 12 and be completed in year 13. Component 2 will start and end in year 13. Component 1 consists of 2 portfolios with supporting skills, whilst Component 2 is set by AQA in the February of each year. This enables students to actively engage and take responsibility for their personal development in the process of creativity to develop as effective, motivated, independent learners.

In **Component 1** the emphasis should be on self-directed study based on a personal, issue, interest or theme. Students will be expected to work independently, demonstrating increasing confidence in their ability to explore and handle ideas, issues or themes, materials, techniques and processes. The work they produce should take into account historical/critical/contextual elements and evidence of how they have developed their ideas for a final outcome or a series of final outcomes.

In **Component 2** students should demonstrate greater maturity and depth in skills, knowledge and understanding. The externally set assignment provides opportunities for students to work in depth, responding to one of a choice of broad starting points. They are expected to carry out research and provide investigations into their chosen theme, develop ideas and make connections with the work of others. Named artists, designers, craftspeople and/or photographers are included in each starting point but students are free to consider other appropriate sources. In the 15 hours of supervised time, students produce a final outcome (or series of final outcomes) which must be linked to their Component 2 portfolio and research.

At the end of the year students will display their work at Brine Leas School in an exhibition which we call 'The Summer Spectacular'. The show is open to the local community building a community involvement to display the excellent work our students have produced. Students of all ages are encouraged to visit and explore the exhibition providing inspiration and motivation for future budding designers.

Graphic communication opens the door to a large number of fascinating and rewarding specialisms and careers in the creative industry, commerce and the media. The course is made up of 2 Components explored and studied over the two years. The process of creative thinking and innovation inspires students to bring out undiscovered talents, which in turn cultivates a self-confidence and belief in their abilities to achieve.

Trips and visits

Linked to Component 1 students will visit an art Gallery and undertake primary research study in graphics and branding. This will probably be at the Tate Liverpool. Students will be encouraged to continue to develop their own primary research portfolio as they pursue their own creative development.

Assessment

Component 1: coursework element

- 60% of overall A Level
- No time limit
- 96 marks

Students will be assessed against the 4 Assessment Objectives (AOs) set by the board, these are:

- 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.

Students will also have to produce a written element which accompanies their Component 1.

Component 2: exam element

- 40% of overall A Level
- Preparatory period + 15 hour supervised time
- 96 marks

Students will again be assessed against the 4AOs listed above.

Please see website for internal assessment record.

2022 cohort Covid-19 arrangements:

AQA have not currently released any adaptations to the Art and Design courses for the 2022 cohort. This means that currently all Components of the course must be completed by the students.

Homework

- Continuation of classwork
- Experimenting with taught photography techniques in their own time
- Taking photo shoots to support their classwork and component element

Clubs and/or intervention

- Catch up clubs available as per the technology department timetable
- Any extra support or intervention will be undertaken in the first instance by the teacher. Students must ensure they utilise time keeping practice to ensure that they maintain deadline dates to the require standard. Students must discuss with the teacher any issues they may have so correct intervention and support can be given

Parental/Carer support

- Deadlines have been set for students in advance of the course, these can be accessible via the student or by My Child at School.

Helpful sources of information

There are many resources for skill's development. Use the following search parameters for online support; Photoshop tutorials, Illustrator tutorials. Please be aware that we are currently using the Adobe Production Suite CS4 – current version is The Cloud Creative which is some 4 iterations newer. Adobe also have a Create newsletter that is worth using for idea and skill support. Magazine producer 'iCreate' often release 'Bookazine's' which include technical and creative support. All teacher resources will be available on the shared area for students to access.

Connections to future pathways

Careers: Graphic Design, Illustrator, Architect, Games Designer, Advertising, Art Director, Web Designer, 3D designer, Exhibition Designer, Pattern Designer, Fashion Design, Ceramics, Photography

Future learning: This course will have a direct link to all Art & Design Degree or higher courses. There is a pathway to 'Masters' level courses

Year 12 Overview

Term	Knowledge	Assessment	Connections to learning
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Big idea: Developing technical skills – digital and traditional

Rationale: Students are introduced to the main conventions used in graphic design, including layout, text and image. They are introduced to appropriate graphic software and learn about how to present their work effectively. Students will produce a series of small design projects to focus on developing their digital technical skills. Design tasks will vary and will be guided to the strengths of the class. These lessons will develop basic to key skills using Illustrator and Photoshop. Student guidance will be led by using example tutorials. Projects to include; Branding Design, Graphic Metaphor, Poster Design.

Autumn 1
(Sep – Oct)

Introduction to the course

- Students will have time to reflect on their bridging tasks
- Showcasing past work and working through the mark scheme

- Initial teacher assessment gaging prior knowledge of students
- Students will receive constant verbal feedback and will be supplied with exempla work to support direction and quality of creative output

- Understanding the mark scheme at an early stage to help prepare students for course in the future
- Some may have touched on Graphics in high school, for others this maybe a completely new course. This allows for initial assessment and development

Teacher lead tutorials to teach basic graphic ability in Illustrator and Photoshop. Students will create an online skills book.

- Tutorials to follow:
- Photoshop Basic – Resolution, CMYK & RGB, File formats, Tools, Selections, Brush effect tool, filters
- Photoshop Basic –Layers, Colour Adjustments - Photography Cross Processing effect – using filters, layers and layer settings
- Photoshop – Layers and Paths – comping of three images
- Photoshop – Clone and Heal tools – use of skills to generate an image
- Photoshop – Double Exposure – use of skills to generate an image
- Photoshop – Clipping Mask – use of skills to generate an image

- A series of design projects will be assessed through learned discussion by linking stages of their project to the Art & Design mark scheme. Mostly this will be done via A03 where the students are able to demonstrate their skills through design ideas and development to final pieces of design work (A04). Assessment Criteria titles below;
- **A01** Investigate designers and other source materials demonstrating a written critical understanding – Research and interpretation.
- **A02** How you experiment and explore techniques – Skills and experimentation
- **A03** How you communicate your understanding and development as your work progresses - Design & Develop
- **A04** Your final design piece – Design and Reflection

- Development of skills is a vital part of being creative. The ability to be able to ‘do’ something removes barriers to access their creativity and develop their ability to create developments at speed whilst considering design experimentation and improvements.
- If students are undertaking other Art & Design, Technology subjects this can (depending on the students personal study) linked through using other media

	<ul style="list-style-type: none"> ➤ Photoshop – Image in Text – using Layer masks to generate an image ➤ Photoshop – Low Poly illustration – (best done in illustrator) – use of skills to generate an image ➤ Photoshop – Adding colour to line work – use of skills to generate an image ➤ Visual/Photoshop – Design Layout & Digital Development - Pen Tool, cutting out illustrating backgrounds by blending vectors and photos ➤ Illustrator – Typographic basics (Kerning/Tracking/in presentation and page layout – to include Negative Space & Colour ➤ Illustrator – Typographic Manipulation ➤ Illustrator – Simple Graphics – Pictograms – using the pen tool ➤ Visualising - using layout pads and markers to create unique image styles – developing marker & Layout skills ➤ Photoshop – visualizing 3d packaging products ➤ Personal Skill development task - using an online tutorial ➤ How to analyse graphics 	<ul style="list-style-type: none"> ➤ Verbal feedback will be key to development and improvement toward building the skills needed to produce design pieces ➤ All projects will be linked in part to the above A01, A02, A03 & A04 assessment criteria. However, the main point of assessment will be A03 ➤ Students will be guided how to focus their developments to gain maximum marks 	
<p>Autumn 2 (Nov – end of Dec)</p>	<p style="text-align: center;">Big idea: Developing creative idea generation and technical skills – digital and traditional</p> <p>Rationale: Students will produce a series of small design projects to focus on developing their idea creation based on existing designers, such as, Saul Bass, Peter Blake and Peter Saville to support development of their design skills. Project Design Tasks will vary and will be guided to the strengths of the students. These lessons will develop basic to key skills using drawing tools and mixed medias. Student guidance will be led by using example tutorials. Students will use this opportunity to develop their software skills using Illustrator and Photoshop and more tradition skills such as sketching, visualising and designing typefaces. Final project will focus on the concept of a graphics metaphor utilising their creative and technical skills</p>		

	<p>Mini projects: DESIGNERS:</p> <ul style="list-style-type: none"> ➤ Pop Art – Andy Warhol – Photoshop skills ➤ Pop Art – Peter Blake - illustrator ➤ Pop Art – Roy Lichtenstein – Sketching & Illustrator ➤ Low Poly Art – Illustrator & Photoshop ➤ Josh Mirman/Sarah King – Illustrator & sketching skills ➤ Saul Base – Illustrator – also look at Jaun Ortiz ➤ David Carson – Surface Patterns and Typography ➤ Typography – Neville Brody, Peter Saville, Paul Rand, Willem Crouwel <p>➤ Students will develop traditional designing skills using pencils and markers alongside computer software to create mini projects on some of the artists listed. Students will base their design development based on existing and varied designers work</p>	<ul style="list-style-type: none"> ➤ Students will produce a series of design/skills that develop their skill ➤ All tasks will be linked in part to the above A01, A02, A03 & A04 assessment criteria. However, the main point of assessment will be A01 & A02 – understanding of designers work and development of skills. ➤ Students will be guided how to focus their developments to gain maximum marks ➤ Verbal feedback will be key to development and improvement toward building the skills needed to produce design pieces ➤ Detailed annotation and analysis of relative designers will need to be concise and detailed ➤ Teacher targets set 	<ul style="list-style-type: none"> ➤ Development of skills is a vital part of being creative. The ability to be able to ‘do’ something removes barriers to access their creativity and develop their ability to create developments at speed whilst considering design experimentation and improvements. ➤ If students are undertaking other Art & Design, Technology subjects this can (depending on the students personal study) linked through using other media
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<p>Spring 1 (Jan – mid Feb)</p>	<p style="text-align: center;">Big idea: Begin Component 1 (project A)</p> <p>Rationale: Start of component 1 Personal Study. Spring 1 & 2 will be ONE continuous project. This is where students will use their developed skills from the start of term to produce graphics for a Local Modern Art Gallery. Students will start by developing branding for the Silk Modern and an internal shop such as a book shop or café linked to the art gallery. This project is linked to Assessment Objectives; AO1, AO2, AO3 & AO4. Spring T1’s main objectives will be to focus on AO1 & 2 of the criteria of project development. Students will learn how to research and evaluate critical/contextual material, their understanding will be exemplified</p>
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	<p>through the interpretation of designer’s work, with an exceptional ability to explore and select appropriate resources, media, material, techniques and processes.</p>		
	<p>Begin ‘Silk Modern’ project (component 1 – part A) ➤ Focus is on research and artist interpretations</p> <ul style="list-style-type: none"> ➤ Students will develop their understanding of brands by developing graphics for Silk Modern and Café Modern. ➤ Students will learn how to research and evaluate critical/contextual brands ➤ Students show their understanding of their artists/designs researched by producing interpretations in their project intention's theme. 	<ul style="list-style-type: none"> ➤ Teachers will use ‘soft’ hand-in dates where students will upload their work and receive critical feedback for development and improvements ➤ Teachers will also use a ‘hard’ hand-in dates, where students work will be graded again the assessment criteria ➤ Main focus of assessment will use all assessment criteria (AO1-4) as students will research, produce interpretations, design development and final brands. Assessment criteria will be the same throughout the year. ➤ Verbal feedback will be key to development and improvement toward ➤ building the skills needed to produce design pieces ➤ Peer showcasing/’crits’ assessing against the mark scheme 	<ul style="list-style-type: none"> ➤ Development of skills is a vital part of being creative. The ability to be able to ‘do’ something removes barriers to access their creativity and develop their ability to create developments at speed whilst considering design experimentation and improvements. ➤ If students are undertaking other Art & Design, Technology subjects this can (depending on the students personal study) linked through using other media
<p>Spring 2 (End of Feb – beginning of April)</p>	<p style="text-align: center;">Big idea: Continuation of Component 1 (project A) - brand promotion and packaging</p> <p>Rationale: Continuation of Component 1. Once students have completed their branding, they will develop graphics and packaging for the brands. For Silk Modern, they will produce a branding poster for the Art Gallery. For the Café Modern student will develop a ‘Happy Meal’ type box for Children & other merchandise. A poster will have to be designed to promote the Silk Modern and</p>		

	<p>merchandise will be designed for the Café Modern. This project will be linked to A01, A02, A03 & A04 assessment objectives. Spring 2s main objectives will be to focus on A03 & 4 of the criteria of project development.</p>		
	<p>Continue with ‘Silk Modern’ project (component 1 – part A)</p> <ul style="list-style-type: none"> ➤ Focus is on design and development of work ➤ Students will develop their understanding how to develop their brands through ‘brand promotion’ This is not based on a focused product (Picasso Exhibition) but promote the art gallery/café itself. This is called ‘Raising Brand Awareness’. ➤ For the Café Modern, students will need to understand packaging nets and how to apply graphics 	<ul style="list-style-type: none"> ➤ Teachers will use ‘soft’ hand-in dates where students will upload their work and receive critical feedback for development and improvements ➤ Teachers will also use a ‘hard’ hand-in dates, where students work will be graded against the assessment criteria ➤ Main focus of assessment will use all assessment criteria (AO1-4) as students will research, produce interpretations, design development and final brands. Assessment criteria will be the same throughout the year. ➤ Verbal feedback will be key to development and improvement toward ➤ building the skills needed to produce design pieces ➤ Peer showcasing/’crits’ assessing against the mark scheme 	<ul style="list-style-type: none"> ➤ Development of skills is a vital part of being creative. The ability to be able to ‘do’ something removes barriers to access their creativity and develop their ability to create developments at speed whilst considering design experimentation and improvements. ➤ If students are undertaking other Art & Design, Technology subjects this can (depending on the students personal study) linked through using other media
<p>Summer 1 (End of April-May)</p>	<p style="text-align: center;">Big idea: Completion of Component 1 (part A)</p> <p style="text-align: center;">Start of Component 1 (part B) – ‘Personal Project’</p> <p style="text-align: center;">Component 1 (part B): Students can opt not to follow option 1 and can choose option 2 if they wish.</p> <ul style="list-style-type: none"> • Option 1: The open-ended aspect of the personal study is linked via a project design task of - Produce a graphic artefact/s for the Silk Modern’s first exhibition. Predominantly this will focus on the graphics of a poster. This is a blank canvas (literally a new project) for which the student can investigate different art styles, artists and designers. Example themes could be; ‘Art of Science Fiction’ or ‘Art of the Album Cover’ or ‘From ink to screen’, ‘Super Hero’s’ or ‘??????’, the choice is up to the student. 		

Option 2: This can be a design task (theme) of your choice. Do consider that you will be starting from scratch. You will need to develop a brand and product and produce a body of work equal to option 1. However, this must link in some way to the Silk Modern Project; eg: branding project. To help you with this you could look at previous External Set Tasks from the AQA website.

The entire Component 1 project will be completed for the end of **January**. This will allow students to prepare for their Component 2 release on the **1st February**.

Both options for Component 1 (part B) both include the same elements in terms of: Knowledge, Assessment, Connections and Future pathways.

Completion of 'Silk Modern' project (component 1 – part A)

- Students complete **final concepts** based on their final idea for the project that is based on the artists that they have researched so far (they must link)
- Reminder of development and refinement section (AO3) – show class examples to support
- **Completion of 'Silk Modern' project (component 1 part A) and online skills book so far** – students will submit both 'Silk Modern' and skills book work for the end of April/start of May

- Artists will be teacher assessed using AO1-4 and teacher will provide targets
- Peer assessment of work using AOs
- Class presentations/'crits' of work
- Students will receive constant verbal feedback

- Calling on knowledge and skills books that were produced in the first term as well as knowledge developed in the beginning of the second term

Component 1 (part B)

- Students are to come up with a concept for their 'personal project' which links to the branding project that they have already completed. They will be given the concept of an Art Gallery and it is down to the student to create a concept to advertise in the gallery.
- Complete research into the concept/idea
- Artist research and begin interpretations for 2 artists

- Teacher will assess concept and whether the link is strong enough/clear enough
- Marking again AO1 for research
- Students will receive constant verbal feedback

- This piece of work is set out and marked exactly the same as the 'part A' element of Component 1 that has been completed up until this post of the year

Summer 2 2 (June – July)	Big idea: Continuation of Component 1 (part B) Rationale: Students will continue with their ‘personal project’ which is led by them and guided by the teacher. The main focus this half term is to continue to develop interpretations of up to 2 artist’s work (if possible).		
	Component 1 (part B) ➤ Students are to complete artists 1 and 2 completely if possible	➤ Assessment criteria (A01 & A02) will be used for assessment ➤ Verbal feedback will be key to development and improvement toward building the skills needed to produce design pieces ➤ Written teacher targets	➤ If students are undertaking other Art & Design, Technology subjects this can (depending on the students personal study) linked through using other media ➤ using other media ➤ Continuation of skills, both technical and creative will help students develop more complex pieces of work

Year 13 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1 (Sep – Oct)	Big idea: Continuation of Component 1 (part B) Rationale: Students will continue with their ‘personal project’ which was started at the end of Y12 and should be led by the student and guided by the teacher. The main focus this half term is to continue to develop interpretations of artist’s work. Ideally they will have 4 artist completed by the end of this half term. (Students may wish to improve their ‘Component 1 (part A)’ project that they completed in Y12 alongside this block of work to improve their overall component 1 grade if they were not happy with their final outcome – this option is dependent on how the student is performing in Y13 and whether they are keeping on target with current workload)		

	<p>‘Personal project’:</p> <ul style="list-style-type: none"> ➤ Completion of artist 3-4 (depending on progress last year, students may want to improve or edit artist 1 and 2) ➤ Corrections and improvements to artists ➤ Skills must be logged ➤ If students are not happy with their ‘Silk Modern’ outcome, students may improve their ‘Silk Modern’ folder alongside working on their new project to improve upon their grade 	<ul style="list-style-type: none"> ➤ Artists will be teacher assessed using AO1-4 and teacher will provide targets ➤ Peer assessment of work using AOs ➤ Class presentations/‘crits’ of work ➤ Students will receive constant verbal feedback 	<ul style="list-style-type: none"> ➤ Calling on knowledge and skills that were gained in the first year or study
<p>Autumn 2 (Nov – end of Dec)</p>	<p style="text-align: center;">Big idea: Design development for Component 1 (part B) and completion of Component 1 (part B)</p> <p>Rationale: During this half term students will develop their own ideas for a promotional poster based on their theme. The entire Component One project will be completed for the end of December/start of January, the teacher will then provide feedback and targets for students to complete by the end of January. The end of January will then be the completion of Component 1.</p>		
	<p>‘Personal project’:</p> <ul style="list-style-type: none"> ➤ Students will begin to create ideas based on their artist research and on their chosen theme. This will be sketched and produced digitally ➤ Minor corrections and improvements to artist work still maybe underway ➤ If students are not happy with their ‘Silk Modern’ outcome, students may improve their ‘Silk Modern’ folder alongside working on their new project to improve upon their grade 	<ul style="list-style-type: none"> ➤ Artists will be teacher assessed using AO1-4 and teacher will provide targets ➤ Students will receive constant verbal feedback ➤ Peer assessment of work using AOs ➤ Class presentations/‘crits’ of work 	<ul style="list-style-type: none"> ➤ Calling on knowledge and skills that were gained in the first year or study.

	<ul style="list-style-type: none"> ➤ Development of personal ideas into final pieces (must be linked to artist/art movement) ➤ Reminder of development and refinement (AO3), students may need to add to this section as this is an area that most do not complete in enough detail ➤ Completion of Component 1 (part B) project. This will be handed in with Component 1 (part A) at the end of December/start of Jan ready for marking. This will then be handed back to students early January for them to complete their final targets, improving their overall grade. 	<ul style="list-style-type: none"> ➤ Peer assessment of work using AOs ➤ Students will receive constant verbal feedback ➤ Class presentations/‘crits’ of work ➤ Teacher set targets 	<ul style="list-style-type: none"> ➤ Experimenting with different techniques which have been touched upon so far in the course and mixing ideas of artist’s work.
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<p>Spring 1 (Jan – mid Feb)</p>	<p style="text-align: center;">Big idea: Completion of Component 1 (part B) including essay and final targets. Introduction and start of Component 2</p> <p style="text-align: center;">Rationale: Completion of component 1 essay Completion of ‘personal project’ and hand in of all component 1 elements for deadline late Dec/early Jan Last chance to improve final grade for component 1 (60% of final grade) deadline end of Jan</p> <p>Start of component 2 (exam element) released on the 1st February by AQA (40% of overall grade) – research and artist ½ Independent creative learning to complete final Component 1 targets before completing the Component 1 essay</p> <p>Introduction to Component 2: Students will be supplied with a list of tasks set for Y13’s, these will be set each year by AQA. Students will have until the *end of May/early June to complete their NEA design task. They will sit a practical exam which will be taken (usually) after Easter and will last 15 hours. They will work autonomously following the same structure as the previous branding projects. This should include; research, design understanding through interpretation, skill development, initial design ideas and final idea development. All work should be critically analysed.</p> <p style="text-align: center;">*Please note final hand-in and exam dates vary and can change year to year.</p>
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	<p>‘Personal project’:</p> <ul style="list-style-type: none"> ➤ Completion of final idea for project which must link to artists studied in project ➤ Completion of component 1 essay ➤ Skills must be logged ➤ Completion of ‘personal project’– students will submit all component 1 elements (including improved ‘Silk Modern’) at the end of December/start of January ➤ Completion of teacher given targets to improve overall component 1 grade ➤ Final hand in for all component 1 elements end of January 	<ul style="list-style-type: none"> ➤ Component 1 work will be teacher assessed using AO1-4, this will then produce a mark which will equate to a predicted grade for the Component 1 element of the course (60% of final grade). Teacher will set targets for students to be getting on with during the rest of the January month ready for the final hand in at the end of January. ➤ The essay will be marked and graded as per assessment criteria. The essay will also be assessed for concise, well communicated discussion, spelling and grammar. 	<ul style="list-style-type: none"> ➤ Calling on knowledge and skills books that were produced in the first term as well as knowledge developed so far in the second year
	<p>Component 2:</p> <ul style="list-style-type: none"> ➤ 1st February – component 2 questions are released by AQA ➤ Prior to the release of Design tasks by the exam board we will refresh what makes a good folder of work, what examiners will be looking for ➤ Complete research into component 2 questions and identify which question best suits them and their skills set ➤ Begin detailed research into the chosen question ➤ Complete artist 1 	<ul style="list-style-type: none"> ➤ Artist work will be assessed in the same way as the component 1 element (using AO1-4) ➤ Students will receive constant verbal feedback ➤ Students will receive teacher targets ➤ Showcasing student work to model success 	<ul style="list-style-type: none"> ➤ Calling on all knowledge and skills that have been learnt so far in the course
<p>Spring 2 (End of Feb – beginning of April)</p>	<p style="text-align: center;">Big idea: Continuation of Component 2</p> <p style="text-align: center;">Rationale: Continuation of component 2 – artist 2-4 in preparation for 15 hour exam</p>		

	<p>Component 2:</p> <ul style="list-style-type: none"> ➤ Complete artist 2-4 ➤ Ensure AO3 ➤ Once artist and targets are completed students must plan what they aim to complete within their 15 hour controlled exam 	<ul style="list-style-type: none"> ➤ Artist work will be assessed in the same way as the component 1 element (using AO1-4) ➤ Students will receive verbal feedback ➤ Students will receive teacher targets ➤ Showcasing student work to model success 	<ul style="list-style-type: none"> ➤ Calling on all knowledge and skills that have been learnt so far in the course
<p>Summer 1 (End of April - May)</p>	<p>Big idea: Continuation of Component 2 and preparation for 15 hour controlled exam</p> <p>Rationale: Component 2 – 15 hour controlled exam Component 2 final deadline Exam moderation preparation</p>		
	<p>Component 2:</p> <ul style="list-style-type: none"> ➤ Last minute preparations before the exam <p>Completion of the 15 hour exam</p> <p>Hand in of completed component 2 work post exam</p>		
	<p>Post exam:</p> <ul style="list-style-type: none"> ➤ Begin preparations for the display of graphics work ready for the arrival of the moderator. Students will print and mount their component 1 and 2 work ready to attach to their board for display 		
<p>Summer 2 (June – July)</p>	<p>Big idea: Preparation for the moderator</p> <p>Rationale: Exam moderation preparation and completion</p>		

Post exam:

- Complete preparations for the display of graphics work ready for the arrival of the moderator. Students will print and mount their component 1 and 2 work and clearly attach it to their display board.

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