

KS4 Guided Options



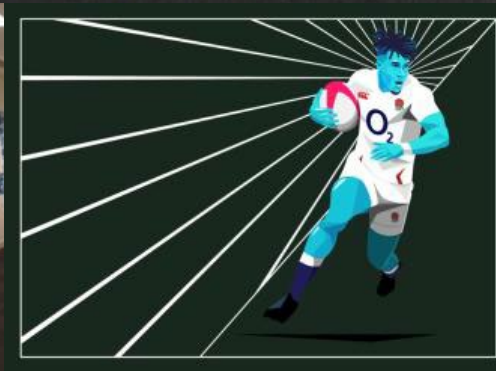
Graphic Design

Learners will develop the following knowledge, which will inform future training and work in the graphic design industry:

- graphic design components (line, colour, tone, composition, typography, imagery)
- the use of visual language and graphic design principles
- graphic design roles, graphic design work and employment opportunities available in the industry
- types of graphic design briefs, the requirements of a brief and the constraints a graphic designer may encounter
- the stages involved in planning and developing a graphic design and experimentation with tools, materials and techniques
- digital technical skills and resources used in graphic design production
- displaying, presenting and promoting graphic design work and the considerations to be made

Overall qualification grades: L1P, L1M, L1D, L2P, L2M, L2D, L2D*

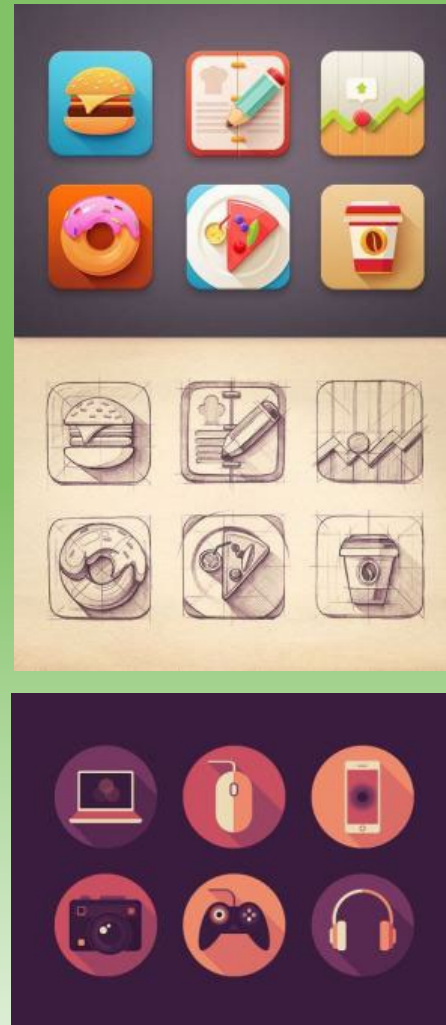
What is graphic design?



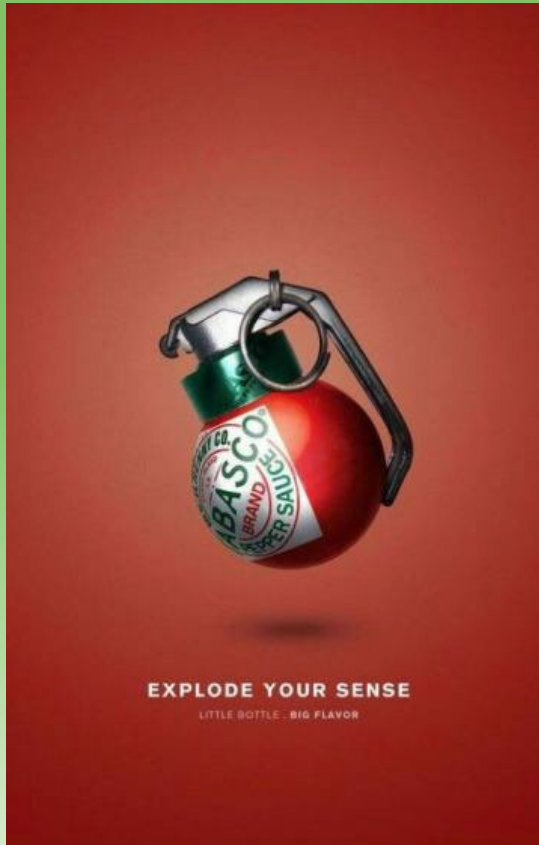
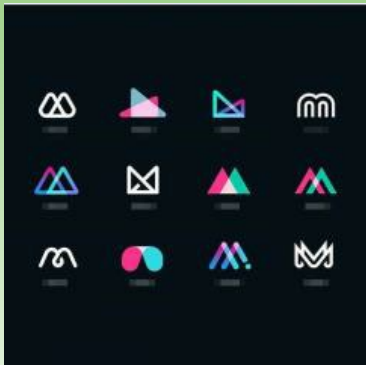
Typography



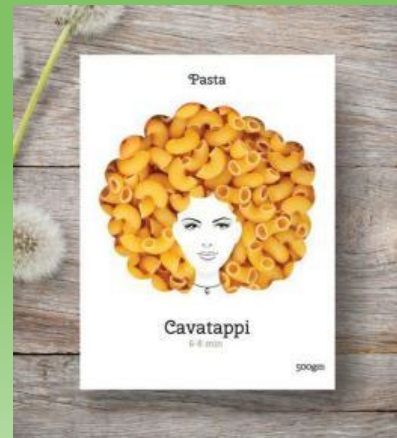
Vector Graphics



Advertising and Branding



Packaging Design



Infographics

The Shapes of Stories by Kurt Vonnegut

Kurt Vonnegut gained worldwide fame and adventure through the publication of his novels, including *Slaughterhouse-Five*, *Cat's Cradle*, *Breakfast at Champions*, and more.

But it was his rejected master's thesis in anthropology that he called his greatest contribution to his culture.

The basic idea of his thesis was that a story's main character has ups and downs that can be graphed to reveal the story's shape.

The shape of a society's stories, he said, is at least as interesting as the shape of its pots or speech acts. Let's have a look.



Designer: Mike Kohn, www.mikemkohn.com
 (Inspired by the cartoon of a country and
 Mike Kohn's for Kurt Vonnegut)

Man in Hole Boy Meets Girl From Bad to Worse Which Way Is Up?



The main character gets into trouble, then gets out of it, and ends up better off than he started.

The main character gets into trouble, then gets out of it, and ends up worse off than he started.

The main character starts out poorly, then gets out of it, and ends up better off than he started.

The story has a terrible ending, then gets out of it, and ends up better off than he started.

Creation Story Old Testament New Testament Cinderella

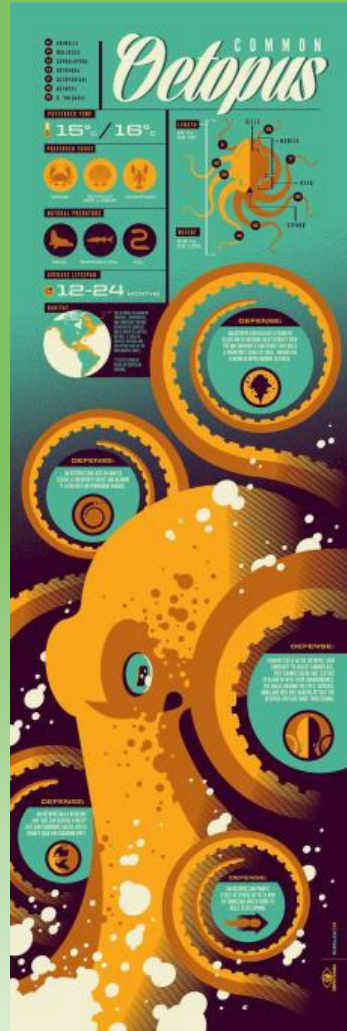


In many cultures, creation stories start with a deity. From major deities like the earth and sky, down to smaller deities like the sun and moon, and even to the smallest deities like the wind and rain.

Humanized excesses (monsters) get into a deity, but it's suddenly moved from good to evil, and it's all over.

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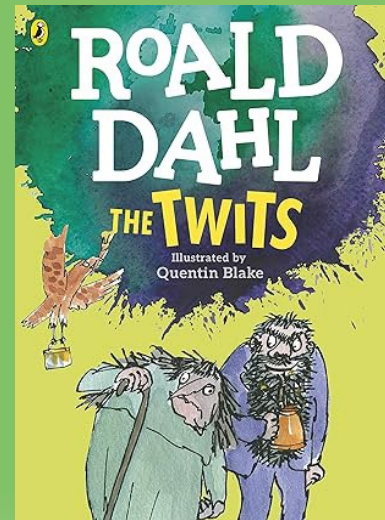
It was the similarity between the shapes of Cinderella and the New Testament that Vonnegut saw for the first time in 1947, and that was the start of his life as he continued to write stories and give lectures on the shapes of stories.



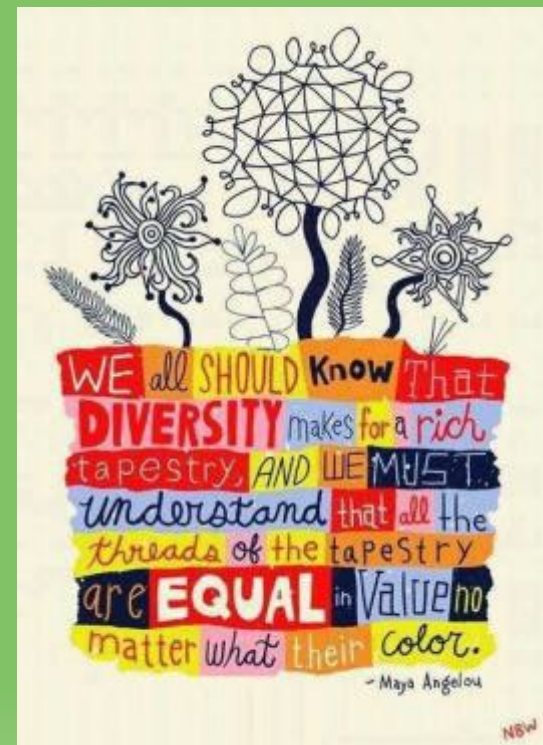
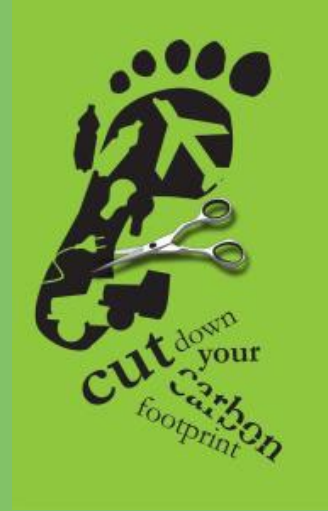
Design for Print



Illustration



Issues & Message



Printmaking and Papercut



Graphic Design

Assessment objectives:

AO1	Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.
AO3	Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.
AO4	Demonstrate and apply relevant technical skills, techniques and processes The emphasis here is for learners to demonstrate the essential skills relevant to the vocational sector by applying the appropriate processes, tools and techniques.
AO5	Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.

Graphic Design

Assessments:

The qualification has 2 assessments externally set by NCFE: one NEA and one written EA.

Written Paper (EA)

What's assessed

The written EA is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target the following AOs: AO1, AO2 and AO3.

How it's assessed

- Written exam: 1 ½ hours (end of Y11)
- 80 marks
- 40% of grade
- a mixture of multiple choice, short answer and extended response questions.



Coursework

Non-exam assessment (NEA)

The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The NEA will target the following assessment objectives (AOs): AO1, AO2, AO3, AO4 and AO5.

How it's assessed

- Non-exam assessment (NEA): 17 ½ hours plus 2 hours preparation time
- 120 marks
- 60% of grade

Task:

- Design brief set by NCFE
- The NEA brief is released annually by NCFE on 1 September in the year of submission of the NEA.
- Students will produce a final design and a portfolio of evidence.
- Work will be marked by teachers and moderated by NCFE.

What careers this course can lead to?

- We have many students who continue into the sixth form to study Graphic Design at A Level.
- They then go on to study Graphic Design or related subjects at degree level. This may be preceded by an art foundation year.
- Some students seek an apprenticeship after leaving school.
- There are a variety of careers that are available within the sector; for example, artworker, creative director, advertising art director, animator, illustrator or concept artist.

photographer
character design
fashion designer
stylist
web designer
set design artist
storyboard artist
painter
graphic designer
fashion illustrator
game designer
production artist
animator
creative director
illustrator
UX designer
gallery owner
interior design
sculptor



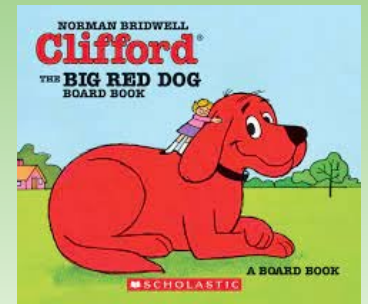
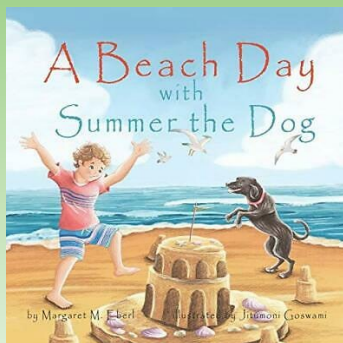
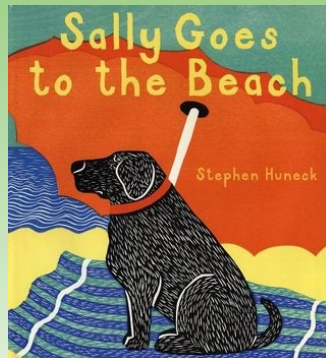
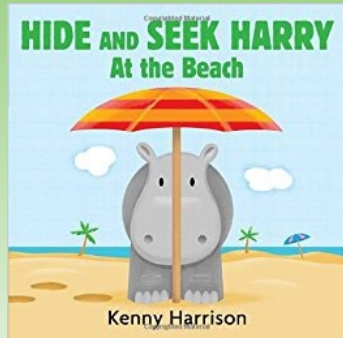
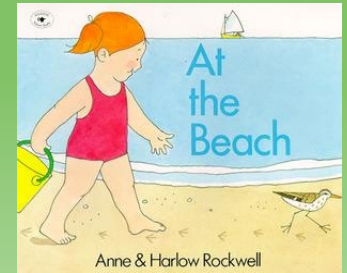
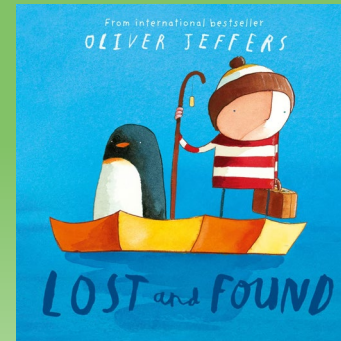
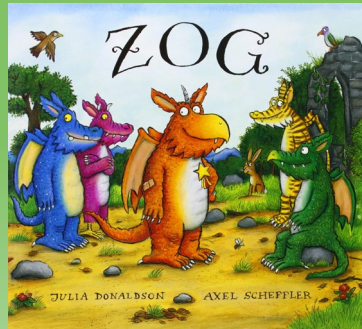
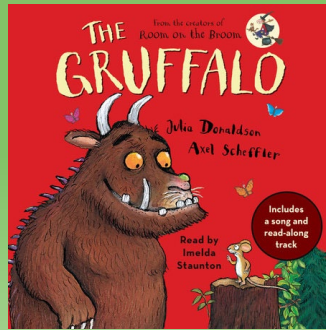
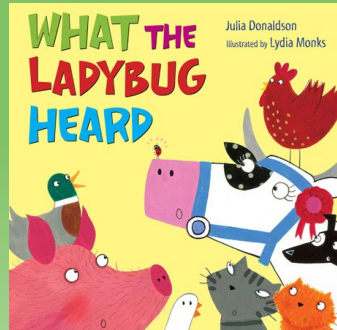
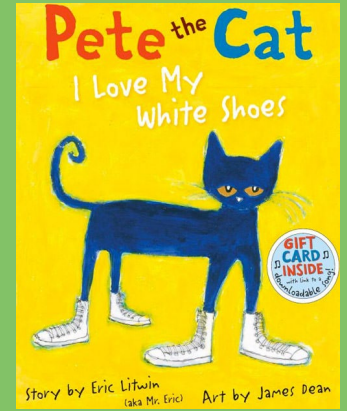
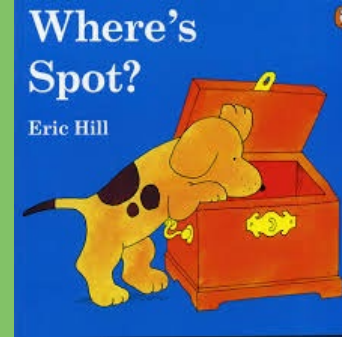
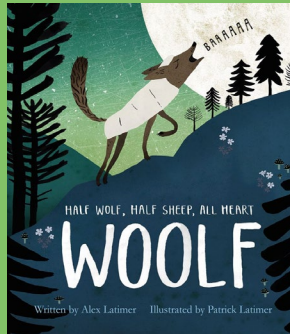
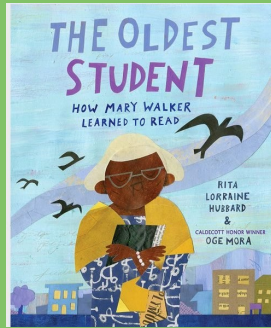
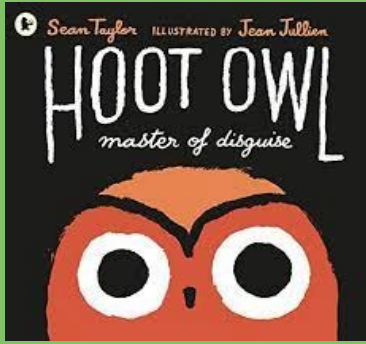
Example of NEA work

- The NEA work begins in October of Year 11 and is completed by March.
- Alongside the NEA work you will complete revision tasks for your 1 ½ hour exam which takes place at the end of Year 11.
- The following slides show an example of the process of the coursework. The additional slides annotating the work is not included.
- **Please remember this course is not just practical work.**
- **Coursework must be annotated in detail to achieve the higher grades.**



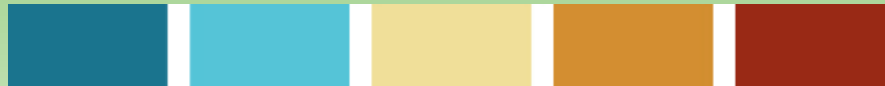
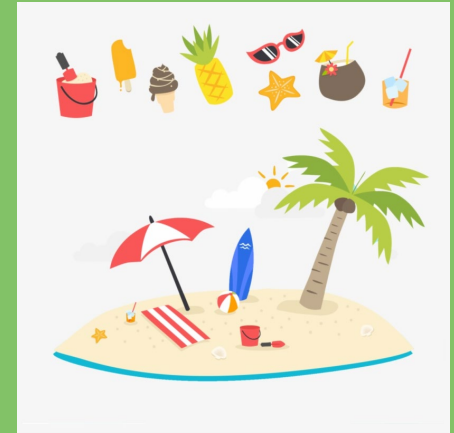
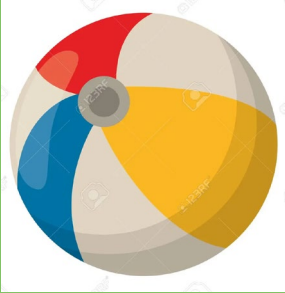
Important brief information.

- Children aged 5-8
- Called "Adventures of Beano and Blue: The Beach!"
- Beano- black dog with a white face and white paws
 - dig and bury his ball in the sand
- Blue – Poodle dog with white/cream fur
 - play football
- Paper or digital format
- 20cm (height) x 25cm (width)
 - include authors name (Ren Rivera)
 - Title
 - Imagery of the dogs

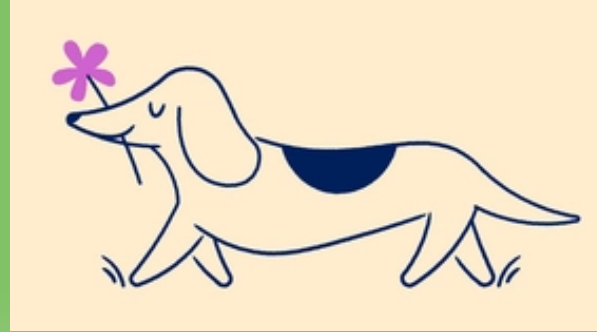
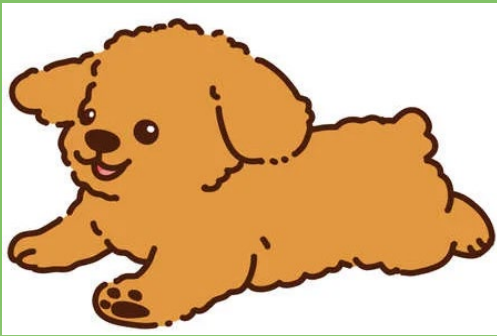


Beach:

- Sand
- Sea
- Waves
- Sun
- Starfish
- Fish
- Shells
- Sun beds and umbrellas
- Volleyball courts
- Lifeguard
- Lighthouse
- Sandcastles
- Palm trees
- Clouds
- Sun set
- Crabs
- Surfboard
- Bucket and spade
- Beach ball
- Ice cream



Dogs:



Sketches of the dogs

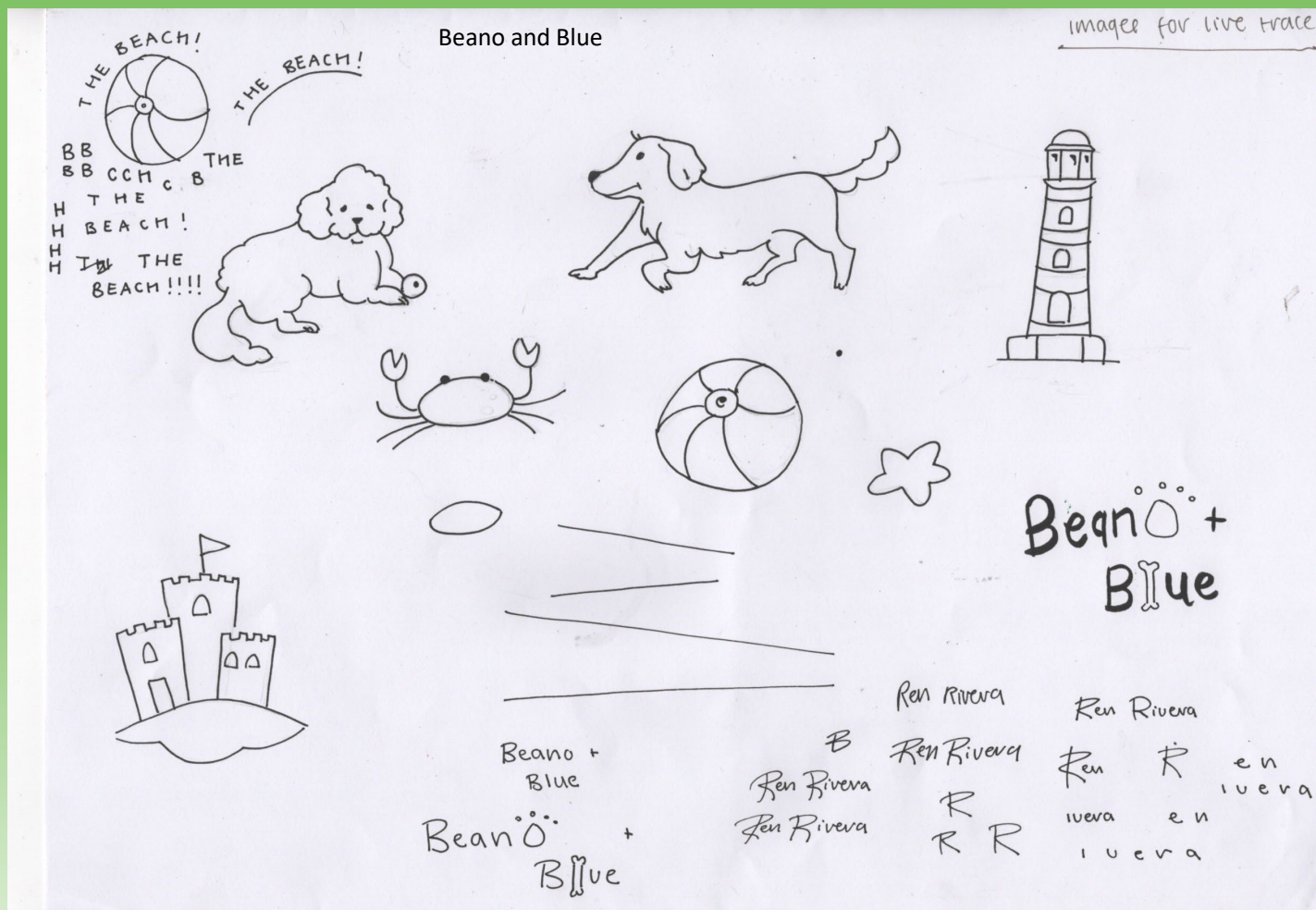


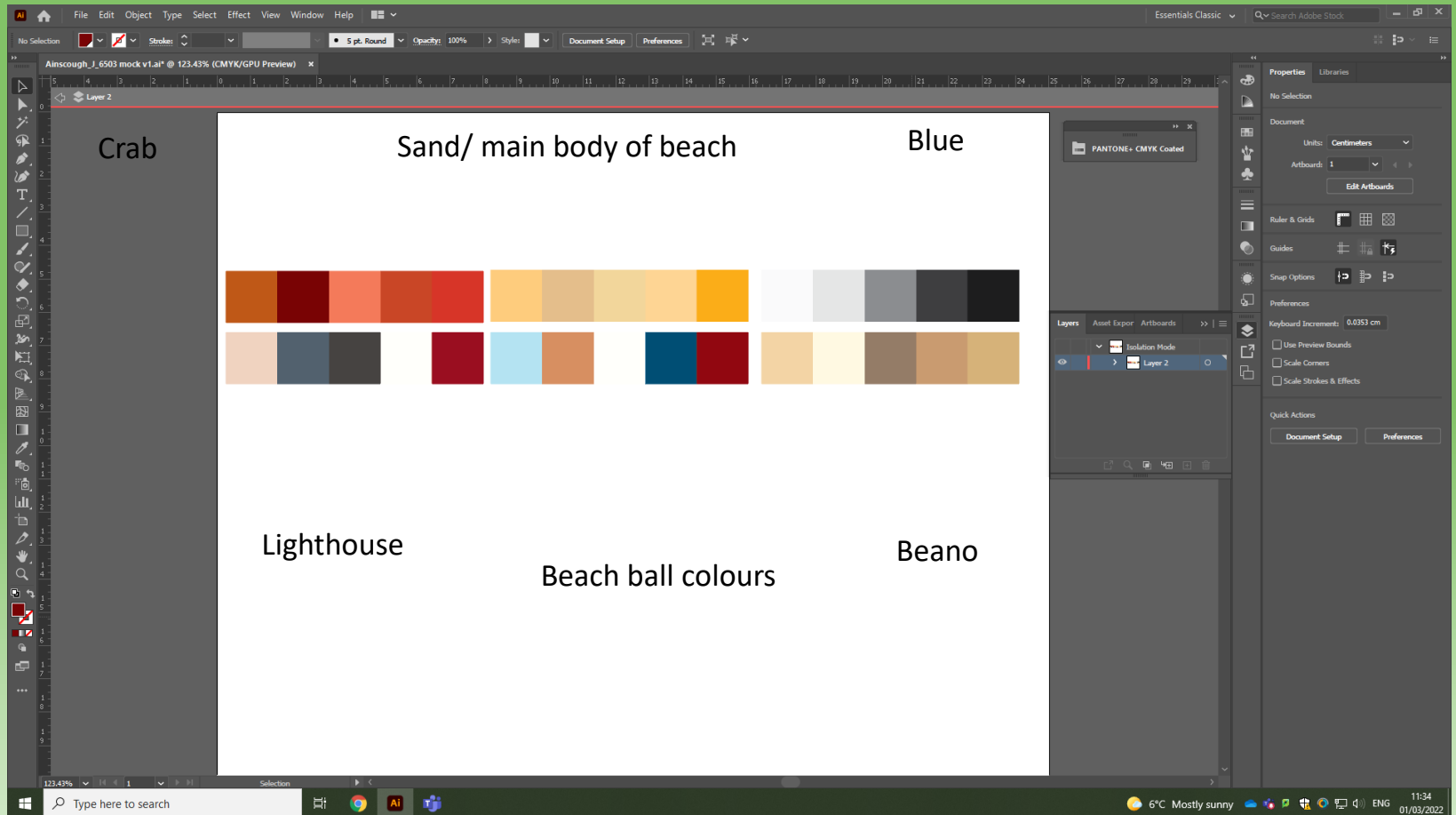
Letters

Images for live trace:

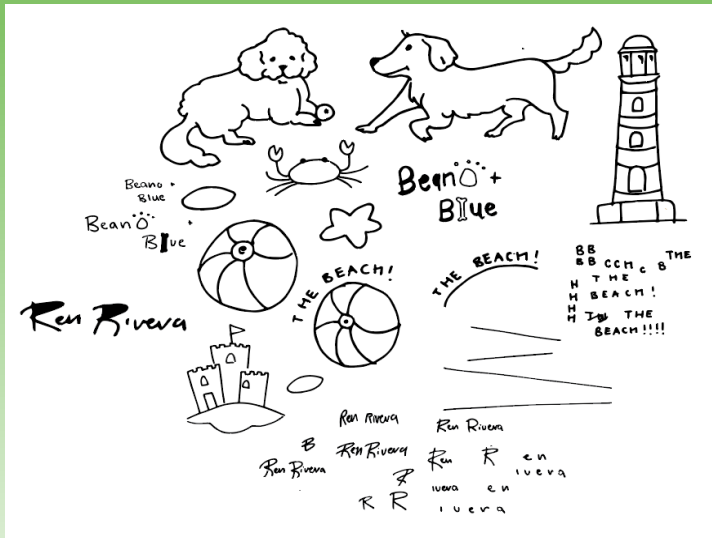
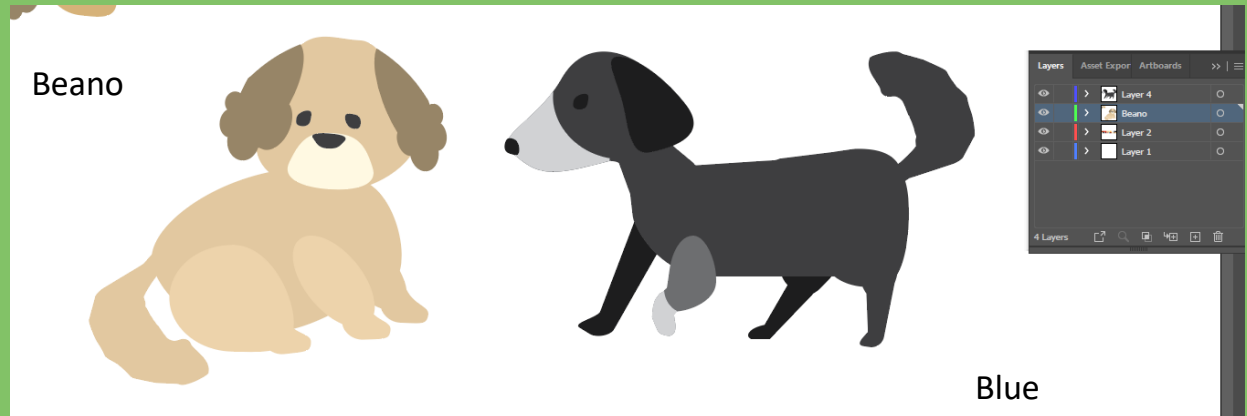
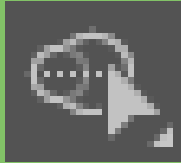
Using these
neat sketches
digitally through
live trace.

Typography design
incorporating
Imagery





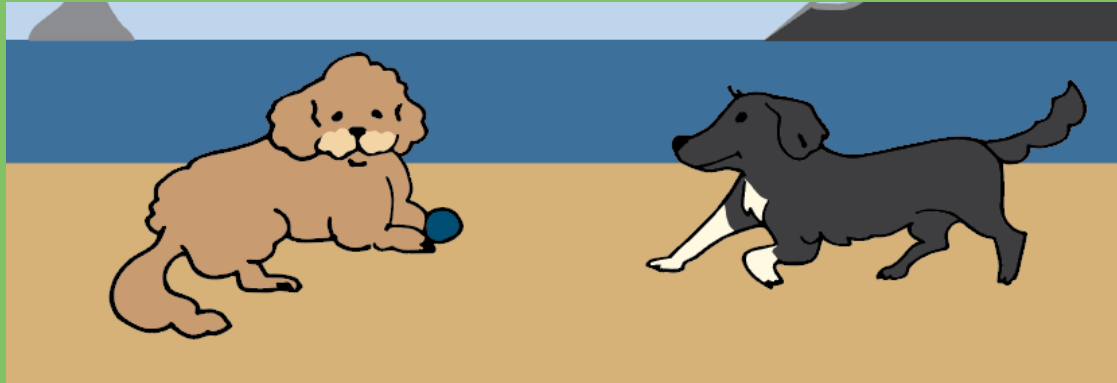
I made these images of the dogs using shapes, anchors and the shape building tool



I used the sketches I made in Task 1 and used live tracing to allow me to manipulate them digitally. Making sure to expand them first.

Using layers to separate the dogs

Stand out
from the
background



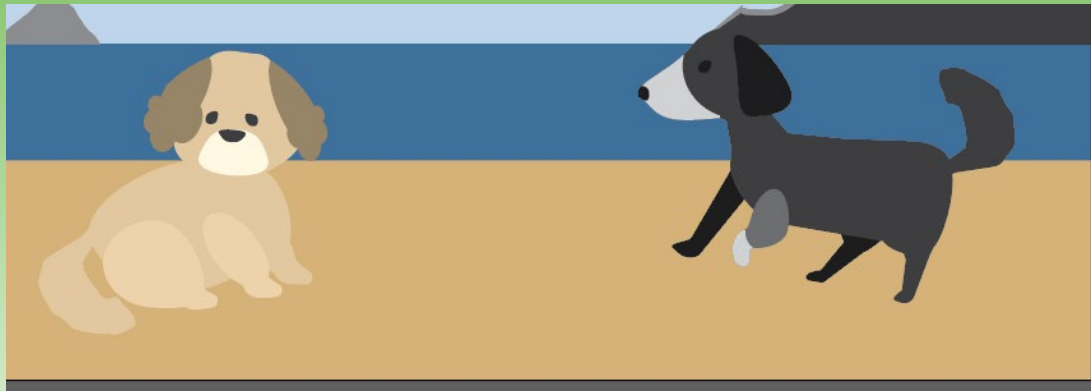
Thick outlines

Fluffy tails –
makes them
appeal more
to children

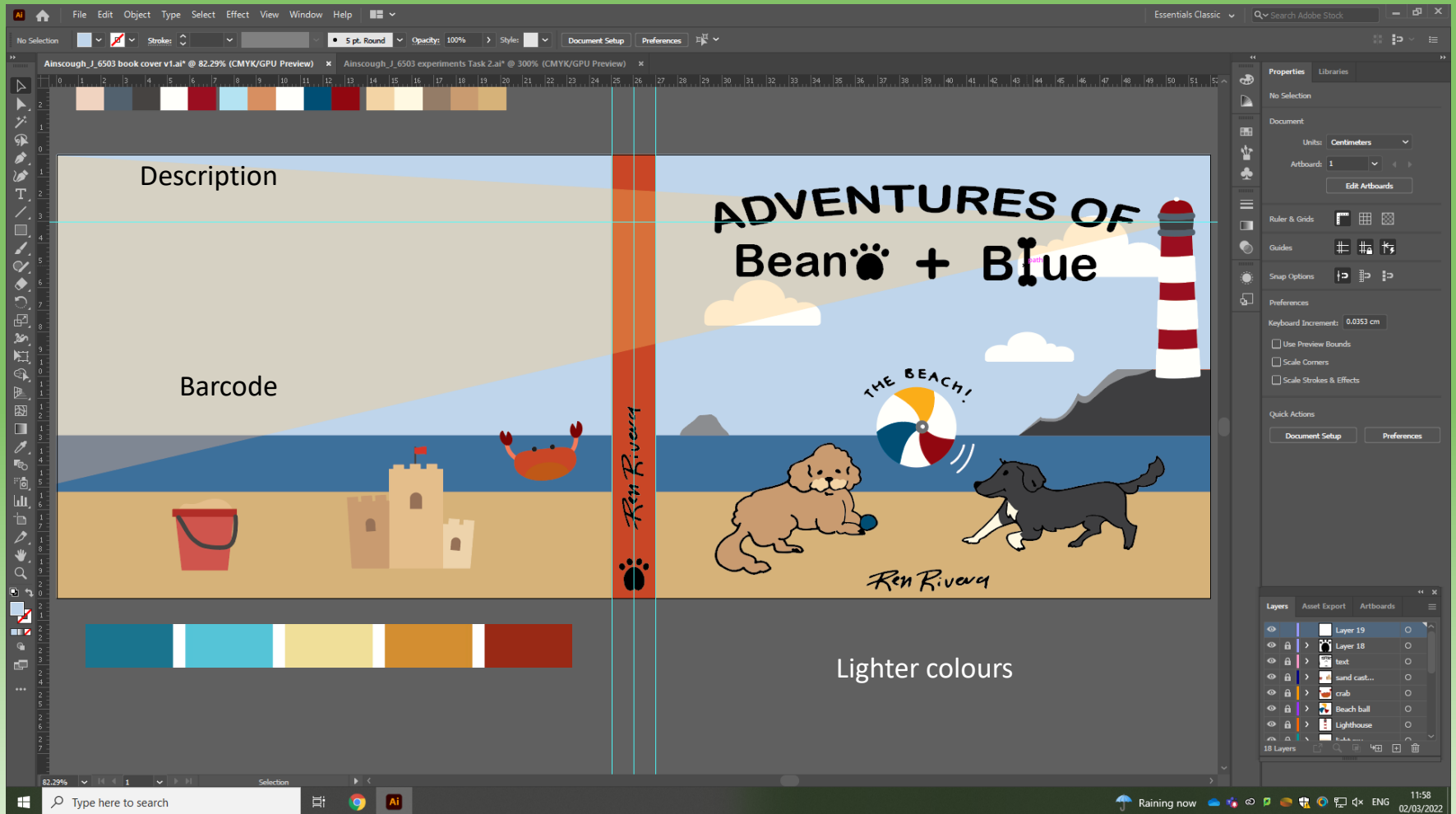
Drawn with a ball

More colours

Blend into
background



Restrictive poses



I dislike the background colours on this version, I think they look too dark and greenish.

Description (blurb)

Spine

Typography

Typography combined with imagery



Barcode

Imagery relating to the beach

Dogs are fluffy and cute, appealing to children and making them likeable

Authors name

Texturized sand

Task 4

Final Design:



Evaluation:

- To meet the design brief, I Chose to make the size 52cm (width) x 20cm (height) so that I could create a spine of 2cm whilst still having a width of 25cm for each side of the cover.
- For the colours, I wanted the overall design to match a beach look and so I went for muted yellows and browns combined with blue, red and white tones. Halfway through creating my piece I decided that the colours were too dark for the cover and I wanted to brighten them so they would look livelier and appeal to children.
- The design brief stated that I should use interesting typography in order to appeal to the children's imaginations. I decided to complete this by combining my imagery with the title. For the dogs names I chose to use a paw print to replace the "o" in Beano and a bone to replace the "l" in Blue.
- The Images for the dogs were created through Live tracing and painting, this allowed me to use my drawings from Task 1 which were already 'cute' and 'loveable' towards children and manipulate them digitally to be used at the very center of my cover.
- In order to create the reset of the imagery used the shape tools, line tool and various effects such as arch in warp. By using the Shape builder tool, I could create unique and specific shapes, utilizing it companied by the 'Alt' key to delete any shapes or lines.
- I chose to lower the opacity on the ray of light that the Lighthouse gives off across the two sides of the cover, so that the clouds could peak through, additionally this made it blend in more with the background, effectively making it less harsh.
- If I could go back and redo my design, I would want to try to make the typography more interesting, perhaps by using Lino printing to make it look like a crayon effect. However, I would have to consider the reading ability for children aged 5-8 and whether they would struggle.