



## The English Martyrs Catholic School and Sixth Form College

<u>Y12 Graphic Communication</u>	<u>Module 1</u>	<u>Module 2</u>	<u>Module 3</u>
<b><u>Topic Theme and Intent</u></b>	Cult poster Illustration and DVD package design Students should be introduced to a variety of experiences that explore a range of graphic communication media, processes and techniques. They should be made aware of traditional and new media.	-In collaboration with the teacher, pupils will select a theme for their personal investigation. -Pupils will undertake an in-depth journey of exploration into the set theme. -Pupils will produce a topical written component which then informs own visual responses.	<b>-to continue and extend personal investigation.</b> -Pupils will undertake an in-depth journey of exploration into the set theme. -Pupils will produce a topical written component which then informs own visual responses.
<b><u>Knowledge</u></b>	-Relevant materials, processes, technologies and resources. - How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the chosen area(s) of graphic communication. - Continuity and change in different styles, genres and traditions relevant to graphic communication.	Relevant materials, processes, technologies and resources. - How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the chosen area(s) of graphic communication. - Continuity and change in different styles, genres and traditions relevant to graphic communication.	- Relevant materials, processes, technologies and resources. - How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the chosen area(s) of graphic communication. - Continuity and change in different styles, genres and traditions relevant to graphic communication.
<b><u>Skills</u></b>	-Understanding of meaning, function, style, colour and content -Awareness of intended audience or purpose -Ability to respond to an issue, concept, idea or working to a brief. -Appreciation of appropriate use of typography. -Learn appropriate media and materials such as Photoshop and Illustrator.	Understanding of meaning, function, style, colour and content -Awareness of intended audience or purpose -Ability to respond to an issue, concept, idea or working to a brief. -Appreciation of appropriate use of typography. -Learn appropriate media and materials such as Photoshop and Illustrator.	- Understanding of meaning, function, style, colour and content -Awareness of intended audience or purpose -Ability to respond to an issue, concept, idea or working to a brief. -Appreciation of appropriate use of typography. -Learn appropriate media and materials such as Photoshop and Illustrator.
<b><u>Literacy Links</u></b>	-Students must undertake relevant in-depth research into appropriate sources to influence own artistic practice. -Critical/contextual work can include written material such as journals, reviews, reflections and evaluations	Students must undertake relevant in-depth research into appropriate sources to influence own artistic practice. -Critical/contextual work can include written material such as journals, reviews, reflections and evaluations	Students must undertake relevant in-depth research into appropriate sources to influence own artistic practice. -Critical/contextual work can include written material such as journals, reviews, reflections and evaluations
<b><u>Essential Vocabulary</u></b>	<b>Illustration, typography, brand, purpose, function, relationship, design for print, advertising</b>	<b>Independent learning, focus, research, critical analysis, experimentation, personal investigation.</b>	<b>Independent learning, focus, research, critical analysis, experimentation, personal investigation.</b>

### Disciplinary Reading

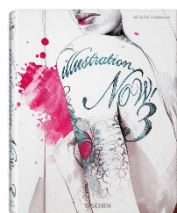
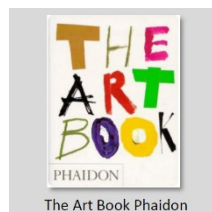
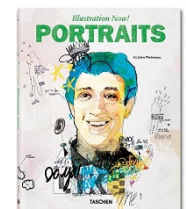


Illustration Now volume 3  
The Art Book

### Reading for Pleasure

Illustration Now volume 5  
Illustration Now Portraits





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