



## **Graphics**

### **A Level**



# **Year 12 Induction Pack & Summer Project**




**Must be completed before starting the course in September 2020**

## Graphics transition Project

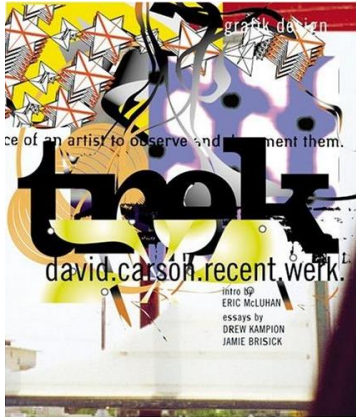
**You are required to complete the following tasks and present them during your first A Level lesson in September.**

Your A Level starting point will be assessed on how well you do with these tasks and this work will be considered as part of the Aptitude test that you sit near the start of the course. If you fail the aptitude test, you may not be able to continue with this A level.

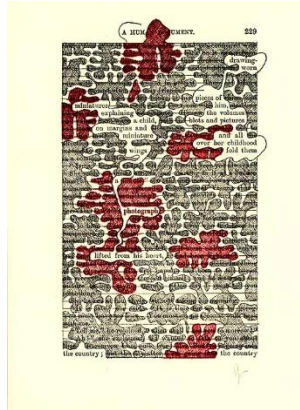
Task:	Details:	Present this evidence:
<p><b>TASK 1:</b> Research <b>two</b> Artists/Graphic Designers. <i>See next page</i></p>	<p><b>Artists/Graphic Designers:</b></p> <ul style="list-style-type: none"> <li>• David Carson</li> <li>• Tom Phillips</li> <li>• Craig Ward</li> <li>• Gwyther Irwin</li> <li>• Katherine McCoy</li> <li>• Jamie Reid</li> </ul>	<p style="color: red;"><i>See example presentation on page 6.</i></p> <ul style="list-style-type: none"> <li>• Introduce the Graphic Designer and explain how their work explores words and letters, both constructed and deconstructed (this can often be in a physical and conceptual way))</li> <li>• Analyse specific examples of their work - describe the images and make sure you include visual examples.</li> </ul>
<p><b>TASK 2:</b> Complete <b>two</b> Photography shoots. Take at least <b>30 shots</b> per shoot, using a camera or good quality camera-phone <i>(don't worry if you can't do this task fully in 'lockdown' but have a go at it at home if possible)</i></p>	<p><b>Shoot 1:</b> <u>Explore inanimate object/parts of objects which look like letters</u> Use different shot-types and angles to photograph all of the letters of the alphabet.</p>  <p><b>Shoot 2:</b> <u>Explore other languages found within the local area</u> Wherever you go, look at the community around you. Look for different languages around you on signs, adverts, posters etc. Use different shot types to capture a wide variety of languages. What sort of surprising images can you capture?</p>	<ul style="list-style-type: none"> <li>• Present your <i>contact sheets</i>. Annotate them to explain the best/worst shots</li> <li>• Point out the more interesting or unusual, shots where you have tried to be experimental.</li> </ul> 
<p><b>TASK 3:</b> Select <b>3</b> of your own best images and draw/paint them with different materials. Present them on one sheet.</p>	<p>Choose images you think capture a letter creatively, draw the A5 or A4 sized. You can draw or paint them using any medium. For example: pencil, pen, paint, ink, Photoshop filter etc. Don't use the same technique more than once.</p>	<p>Explain how your own drawings have presented the images in a different way. Does the material used represent the letter in a particular way?</p>

<p><b>Task 4</b></p> <p>Look into typefaces and who designed them and what they were designed for</p>	<p><a href="https://www.typeroom.eu/article/25-most-admired-typefaces-typographers-type-designers-and-letterers">https://www.typeroom.eu/article/25-most-admired-typefaces-typographers-type-designers-and-letterers</a></p> <p><a href="https://www.theguardian.com/theobserver/gallery/2013/sep/14/the-10-best-fonts">https://www.theguardian.com/theobserver/gallery/2013/sep/14/the-10-best-fonts</a></p> 	<p>Present this as a double page – focus on 3 main typefaces, analyze their impact and what are their main uses.</p> <p>Stretch and challenge</p> <p>Make art work using just one of the typefaces you have researched</p> <ul style="list-style-type: none"> <li>• Overlap letters</li> <li>• Use anaglyphic techniques</li> <li>• Write out key words linking to the sub theme in different font sizes</li> </ul>
<p><b>Task 5</b></p> <p>Photoshop Illustrator techniques <i>Stretch &amp; challenge task</i></p>	<p><a href="https://www.youtube.com/watch?v=fj_iwNgv8aQ">https://www.youtube.com/watch?v=fj_iwNgv8aQ</a></p> <p><a href="https://www.youtube.com/watch?v=o8H-dFkbd58">https://www.youtube.com/watch?v=o8H-dFkbd58</a></p> <p><a href="https://www.youtube.com/watch?v=F5QeoXNdk7A">https://www.youtube.com/watch?v=F5QeoXNdk7A</a></p> <p><a href="https://www.youtube.com/watch?v=WwCWPOGFMoY">https://www.youtube.com/watch?v=WwCWPOGFMoY</a></p> 	<p>You tube is full of guides and ways of adapting and refining work using illustrator or photoshop.</p> <p>Practice and develop these techniques linking to the theme of 'word'.</p> <p><b>You can easily download Photoshop for a free trial:</b></p> <p><a href="https://www.adobe.com/uk/creativecloud/catalog/desktop.html?gclid=EAlaIqobChMI9qb3-NmD6QIV1YQBh2AwgZREAAAYASABEgK6ivD_BwE&amp;ssid=KKTYO&amp;mv=search&amp;ef_id=EAlaIqobChMI9qb3-NmD6QIV1YQBh2AwgZREAAAYASABEgK6ivD_BwE:G:s&amp;s_kwid=A!3085!3!397231880120!b!%2Bstudent%20%2Bphotoshop">https://www.adobe.com/uk/creativecloud/catalog/desktop.html?gclid=EAlaIqobChMI9qb3-NmD6QIV1YQBh2AwgZREAAAYASABEgK6ivD_BwE&amp;ssid=KKTYO&amp;mv=search&amp;ef_id=EAlaIqobChMI9qb3-NmD6QIV1YQBh2AwgZREAAAYASABEgK6ivD_BwE:G:s&amp;s_kwid=A!3085!3!397231880120!b!%2Bstudent%20%2Bphotoshop</a></p>
<p><b>Task 6</b></p> <p>Watch Ted talks on typography</p>	<p><a href="https://www.youtube.com/watch?v=C_RzDqgGcao">https://www.youtube.com/watch?v=C_RzDqgGcao</a></p> <p><a href="https://www.youtube.com/watch?v=SBgBO28ev3M">https://www.youtube.com/watch?v=SBgBO28ev3M</a></p> 	

## Artists/Graphic Designers:



David Carson



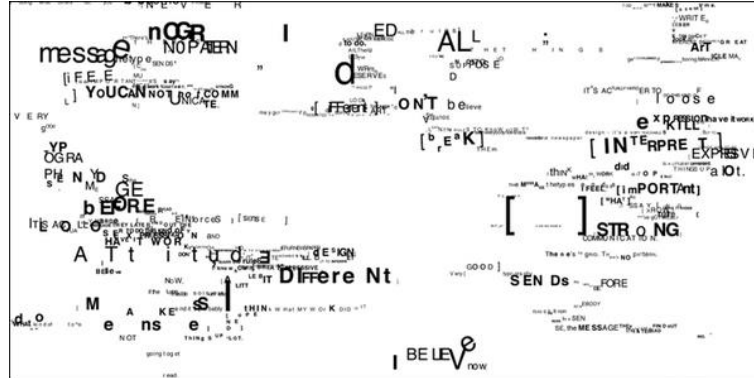
Tom Phillips



Craig Ward



Gwyther Irwin



Katherine McCoy



Jamie Reid

## Graphic Design A Level course structure over 2 years:

Autumn term 1	Spring term 1	Summer term 1	Autumn term 2	Spring term 2	Summer term 2
<p><b>*Present the Summer Project.</b></p> <p><b>Induction period &amp; coursework, Unit 1:</b></p> <p>Students are given a theme for the coursework study.</p> <p>Students given opportunities to develop their knowledge, understanding and skills, to include:</p> <ul style="list-style-type: none"> <li>generating and developing ideas</li> <li>researching primary and contextual sources</li> <li>recording practical and written observations</li> <li>exploring materials, processes, technologies and techniques</li> </ul> <p>Introduction to research skills and analysis of sources</p> <p><b><u>Private study tasks include:</u></b></p> <ul style="list-style-type: none"> <li>Contextual studies: Artist, Gallery &amp; cultural research</li> </ul>	<p>Students are given further opportunities to develop their knowledge, understanding and skills.</p> <p>Work becomes more individualised as students develop unique and personal directions in their approach.</p> <p><b><u>Private study tasks include:</u></b></p> <ul style="list-style-type: none"> <li>Contextual studies: Artist, Gallery &amp; cultural research</li> <li>Sketchbook annotation</li> <li>Developing your theme</li> <li>Personal study research</li> </ul>	<p>Students given further opportunities to develop their knowledge, understanding and skills</p> <p>Students start work on the <b>Personal Investigation</b>, a 1000-3000 word research essay which links directly to their practical Art work and personal theme.</p> <p><b><u>Private study tasks include:</u></b></p> <ul style="list-style-type: none"> <li>Personal study research</li> <li>preparing for Year 12 Mock exam</li> </ul>	<p>Redrafts of the Personal Investigation.</p> <p>Students continue with Personal Investigation practical work.</p> <p>Students plan and undertake a contextual enquiry relevant to their ongoing practical work. Work becomes increasingly individual and independent.</p> <p><b><u>Private study tasks include:</u></b></p> <ul style="list-style-type: none"> <li>Personal study refinement</li> <li>Sketchbook annotation</li> <li>Developing your theme</li> </ul>	<p>Students finish work on Personal Investigation</p> <p><b><i>Submission Deadline for Unit 1.</i></b></p> <p><b>Exam period begins, Unit 2: Externally Set Assignment preparatory period begins in February</b></p> <p>Students have only 10 weeks to complete Unit 2</p> <p>Students start work on preparatory studies in response to the externally set theme.</p> <p>Testing techniques for final piece ideas.</p> <p><b><u>Private study tasks include:</u></b></p> <ul style="list-style-type: none"> <li>Developing your theme &amp; response</li> <li>Artist research</li> <li>Sketchbook annotation</li> </ul>	<p><b>The exam, Unit 2</b> (externally set assignment)</p> <p><b>Students complete final art pieces in controlled exam conditions. Length:15 x hours over 3 days.</b></p> <p><b><i>Submission Deadline for Unit 2.</i></b></p> <p>Public Exhibition and display of all student's work.</p> <p>Edexcel Moderator visits to assess marks.</p> <p><b><u>Private study tasks include:</u></b></p> <ul style="list-style-type: none"> <li>Reviewing and refining work as needed</li> <li>Sketchbook annotation</li> <li>Display and Exhibition management</li> </ul>

# How to research an Artist/Designer/Photographer:



## This is how you will meet the criteria of the four Edexcel A Level Assessment Objectives:

### A01 – RESEARCH, EXPLORE AND DEVELOPMENT

**Research artists relevant to your sub theme** – use the research sheet, 4 paragraphs (600 words) - double page

**Your own response(s) to the artist/photographer/designer** - use the response sheet we have made for you - make your own version from your own photos, different typefaces, a new image (don't copy the artist's work) – develop technique - double pages

**Extra developments** – combine artist's styles – show you understand the artists you have researched – use their techniques, colours, message or mood

**Compare artists** - [A01 group crit 1](#) – repeat twice through your book – important to link this with your final piece plan

**Project proposal** – [A01 group crit 2](#) – to analyse your sub theme and ideas in greater depth – explaining the project to the moderator

**Literacy links** – [A01 group crit 3](#) – to look beyond artists (read around the subject - sub theme) – looking at articles, novels, essays, films, documentaries and current affairs

**Annotating your pages** – 5 sentences per page – use the guide and prompts we provide for you

### A02 – EXPERIMENT AND REFINE

**Improve and refine your work** - Go back over your work, research and developments - Fill the pages adding greater detail and sophistication – make lots of small tests

**Experiment with materials, media and process** – use mix media, combine techniques - Use new untested materials, use a broad range of techniques and styles

**Pick your best experiments to develop further into and in much greater depth** - select materials that work best for your sub theme and that you enjoy manipulating and testing – show colour mixing, add swatches, show contact sheets – explain the process in stages - Keep to set colours (2-3)

### A03 – MAKING AND ANNOTATION

**Show a mixture of style and techniques** – make larger version of your favourites

**Show line tone and texture** – develop your skills

**Show improvement in each process** – make more than one image in each technique to show refinement

**Look at the internet for tips on developing techniques** – Discuss with your teacher – look at other students ideas and developments – look at past books

### A04 – FINAL PIECE AND EVALUATION

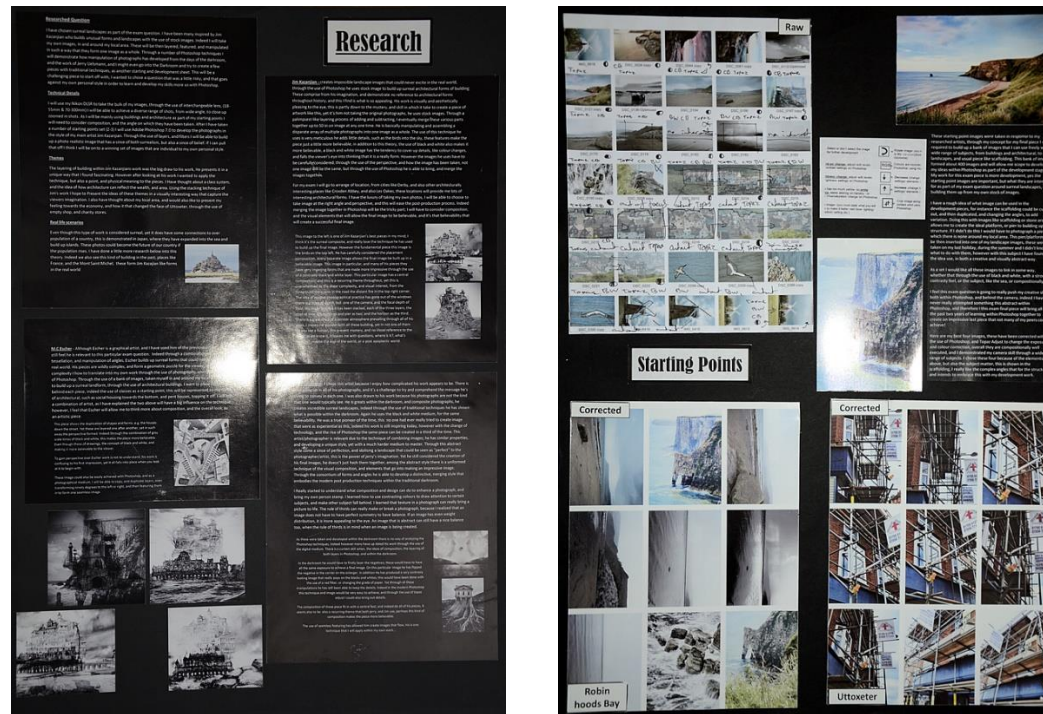
**Use the final piece plan sheet** – show at least 4 ideas – show at least 5 techniques you might use, in small swatches

**Make a complete, refined and realised final piece** – the best you can make, linking to 2-3 artists and your sub theme

**Try to use at least 3 techniques in your final piece** - keep to selected colours, your sub theme and your favourite techniques

**Evaluate your book and final piece** - Use the evaluation sheets to conclude your final piece and your book work – refer to key artists and techniques you have developed

## Example presentation:



## Useful websites for research:

[www.studentartguide.com](http://www.studentartguide.com)

[www.tate.org.uk](http://www.tate.org.uk)

<http://www.thisiscolossal.com/>

<http://www.art2day.co.uk/>