**Graphic Communication Curriculum Statement**

In line with our whole school curriculum statement, Saint Aidan’s is a Church of England High School with an inclusive Christian ethos. Our vision is:

* We **aspire** to be a school where life is lived in “all its fullness” (John 10:10).
* We **believe** in the God-given potential of every one of our students.
* We **succeed** by working together as a school where all can thrive and where excellence is valued.

As a result, the Graphic Communication curriculum is designed to match this vision, whether in formal lessons or in the wider experience of students.

**The formal GC curriculum**

**Aims:** Through the teaching of Graphic Communication at Saint Aidan's we aim:

* to stimulate an interest in how graphic communication, in all forms, influences our lives as consumers.
* to provide opportunities for students to develop a personal approach to their creative work by studying and experimenting with a variety of approaches, skills and media.
* to enhance each student's ability to communicate and analyse their own work and the work of others using appropriate language and key terms.
* to use the work of existing creatives as the basis for students developing their own work.
* to allow students to express opinions on wider issues related to packaging and advertising, including making moral and ethical judgements.
* to provide a smooth transition from KS3 to 4 and prepare students for related courses in KS5.

**Objectives:** By the end of their Graphic Communication education at Saint Aidan's all students should be able:

* to follow a design brief and create work which is suitable for a client, brand, product or concept.
* to systematically research, develop, improve and analyse their work to show how ideas have progressed.
* to choose styles, media and the work of other designers which are appropriate to their intentions.
* to show resilience when developing and experimenting with design ideas. Not all ideas will work but can often be adapted and refined over the course of a project.
* (at KS4) to independently choose, reject, analyse, develop and refine ideas to realise their creative intentions.

**Key Stage 3**

Within each project, students learn a variety of practical skills including software (Photoshop, Illustrator, 2D Design) and traditional drawing skills, to design and marketing theory. In Year 9, GC is part of a rotation - students use similar skills but develop them in more sophisticated ways. The project follows the same structure as a GCSE project so students are able to make a smooth transition for KS3 to 4.

**Key Stage 4**

The course takes the form of 3 extended projects which last until Christmas of Year 11. Over time, students are given more freedom in how they develop each project as they become more independent. The exam allows students to choose one of 7 starting points, around which they develop ideas in a similar way to the controlled assessment projects.

**Assessment**

KS3 – For each project, work is organised and collected in a PowerPoint so students are able to access previous KS3 work. Throughout each project, students are given verbal and written feedback, taking into account all aspects of their work.

KS4 - As well as informal monitoring each lesson, projects are regularly collected throughout each project to allow the teacher to give specific written feedback. Students are always given DIRT time to follow up on this. At the end of each project, work is formally assessed and graded, along with targets to improve and overall comments.

Beyond the formal Graphic Communication curriculum

The organisational and time management skills students develop are hugely important beyond their regular lessons. Students can regularly be found in the Graphics room at lunchtimes and after school making sure they meet deadlines, as well as providing opportunities to progress beyond target grades. We also enter students’ work into local and national competitions as well as taking part in community-based projects such as group exhibitions.