



Summer Bridging Unit

This work is to be completed over the summer and handed in to your subject teacher at the end of your third full week in Sixth Form.

Name: Date:

Work to be completed	How this will link to the start of course in September	Progress - <i>teacher use only</i>
<p>Task 1: Demonstrating understanding of the course content and how you will be assessed. Read the course syllabus & answer the following questions:</p> <p>https://www.aqa.org.uk/subjects/art-and-design/a-level/art-and-design-7201/specification/subject-content/graphic-communication#Graphic_communication</p> <ol style="list-style-type: none"> 1) What does AO1 (Develop ideas through investigations and contextual understanding) mean in your own words? 2) What is required for AO2 when exploring and refining ideas? Give an example. 3) How does AO3 (recording ideas, observations and insights) support your development work? 	<p>Helps you understand how your work will be assessed across AO1-AO4 from the start of the course.</p>	<p>1: Above the expected standard of an A Level study 2: The expected standard of A Level study 3: Below the expected standard of A Level study</p> <p>Above:</p> <p>Below:</p> <p>Meeting:</p>

<p>4) What does AO4 (presenting a personal, meaningful response) involve?</p> <p>5) Why is it important to show your process as well as your final outcome in Graphic Communication?</p>		
<p>Task 2: Demonstrating the key skill of ‘ability to respond to an issue, concept or idea’ which is required for this course.</p> <p>1) Use the websites in the research section below to find at least 3 designers or illustrators you admire. For each one, include images and answer:</p> <p>2)</p> <ul style="list-style-type: none"> - What style do they use? - What techniques and media are evident? - What do you like about their work? - How does their work communicate ideas visually? <p>2) Create your own illustration of an ‘idiom’ in the style of ONE of your chosen designers.</p> <p><i>An idiom is a common phrase or expression with a figurative meaning. It's true meaning cannot be understood just by looking at the literal definitions of the individual words. Instead, the phrase must be learned as a whole.</i></p> <p>Show initial sketched ideas as part of the planning process for the final illustration.</p> <p>Your final illustration can be in any media (this includes digital drawing as well as traditional).</p>	<p>Builds research, analysis and creative response skills needed to be successful at A level.</p>	<p>Above:</p> <p>Below:</p> <p>Meeting:</p>

<p>Task 3: Research based task which will support your Term One studies.</p> <p>Choose 6 idioms that you will use as a starting point for your first workshop in September.</p> <p>Collect any illustrations you can find that have already been created in response to them.</p> <p>List your idioms below and sketch initial ideas for each:</p> <p>For example (e.g. "break the ice", "spill the beans")</p> <p>Idiom 1: _____</p> <p>Idiom 2: _____</p> <p>Idiom 3: _____</p> <p>Idiom 4: _____</p> <p>Idiom 5: _____</p> <p>Idiom 6: _____</p>	<p>Provides starting ideas for your first practical workshop in September.</p>	<p>Above:</p> <p>Below:</p> <p>Meeting:</p>
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Additional information

<p>Useful resources to support:</p>	<p>AQA Specification, design blogs, Pinterest (for inspiration). https://dribbble.com/ www.behance.net www.thisiscoolossal.com www.booooooom.com</p>
<p>Essential equipment for September:</p>	<p>Sketchbook, pencils, fine liners</p>
<p>Optional: Further ways to demonstrate intellectual curiosity:</p>	<p>Visit galleries, collect visual references, practice drawing and digital skills. Explore the free software, Affinity.</p>