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| **What will we be learning?**  Prior projects will help your ability to investigate a chosen topic and develop a sustained investigation to create personal and meaningful outcomes.   1. **Personal investigation**: You can choose a self-initiated starting point for your investigation. This sustained project lasts from September to January. 2. **Externally set assignment:** An exam paper is released to you in February, you then need to choose 1 topic to investigate leading up to May when 15 hours of controlled exam conditions will begin. | **Why this? Why now?**    Year 13 is where prior learning and independent direction for your own work comes into its own.  You are advised to play to your strengths and create in-depth project work directed by your own interests. You will be completing work that supports the assessment objectives and the A2 mark scheme whilst developing a holistic portfolio of work.  The Personal Investigation is 60% of your final A Level Graphic Design grade.  The externally set task is 40% of your final A Level Graphic Design grade. | **Key Words:** |
| **What will we learn?**   * How to find a starting point which you are passionate about * How to identify and research artists who will inspire your concept and style of design * To develop greater independence and direction for your work * Refine your ideas towards personal and meaningful final outcomes * How to reflect upon your design processes to refine your message and skill set | |
| **What opportunities are there for wider study?** | |
| **How will I be assessed?**  AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.  AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.  AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.  AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. | |