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| **Graphic Communication Personal Learning Checklist** |  |
| H**ave you done the following to meet the AO’s?** | Done? |
| **A01-DEVELOPING IDEAS** |  |
| Read and research (through primary and secondary sources) relevant designers and artists and produce written analysis about their work and ideas giving your informed opinions. Use referencing and quotes to support your findings. |  |
| Research ideas and present your analysis in written/visual form across DPS’s. |  |
| Demonstrate your understanding of connections between artists’ work and your own ideas and work.  |  |
| Show a sustained detailed study of your ideas, making links with your contextual sources (designers/artists/art movements/styles/other references…) |  |
| Combine the inspiration of different artists research into your responses and developing ideas. |  |
| **A02-EXPERIMENTING** |  |
| Experiment with and select appropriate media, processes and resources that relate to your ideas.  |  |
| Demonstrate use of a wide selection of materials/media relevant to your developing ideas. |  |
| Develop your use of processes and materials by making choices that enable you to refine and improve your work. |  |
| Show development of skills in the quality of your use of materials as the work progresses. |  |
| Demonstrate selection and clear decision making in terms of practical elements: monochrome/colour, composition, form, line, shape, pattern, content… |  |
| **A03-RECORDING** |  |
| Record using drawing/sketching ideas and thumbnails. |  |
| Record in a range of media both handmade and digital. |  |
| Record manipulations by screen shotting with analysis. |  |
| Record your ideas in written forms-annotation, mind maps, mood boards, annotated articles/research. |  |
| Explain your ideas as they progress in written form, using regular progress reviews. |  |
| Accurate use of subject specific tier 3 vocab. terminology and process related language. |  |
| Present your work in a coherent and thoughtful way showing clear progression of ideas. |  |
| **A04-PERSONAL RESPONSE** |  |
| Create **personal** outcomes/responses. |  |
| Link your personal response to prior work and artists you have researched clearly showing their influence. |  |
| Realise your intentions in a visual personal response, which has been carefully planned and tested. |  |
| Show how you have made connections between visual & written research |  |
| Demonstrate an understanding of visual language. |  |