



## Content - Big ideas

### Typography

Exploring the variables in typography styles and how they can be used as a method of 'Graphic Communication' in themselves.



#### Design/ Theory

**Big question:** How can we use Typography to support the graphic content of our designs?

**Learning outcome:** Students will analyze different typography and letter styles. They will look at Typographers and artists who use typography in their work, before developing their own designs for a poster.

- **Research** – Students will explore 'typography' in as many different contexts as possible in the time allowed. They will explore it as a subject matter in it's own right, as used in Graphic Communication.
- **Use of Media** – Exploring the work of others, Students will work across a range of different processes and media that they think are relevant to the development of their ideas.
- **Layout** – Students will consider the layout of their designs, using the images and text they have chosen to present the best of their choices in an outcome relevant to the topic covered.

#### Practical/ Making skills

**Big question:** Can you show the best choices for the typography style in a design for a poster

**Learning outcome:** Having explored a lot of different processes in the first half of the unit, the students will be asked to develop their ideas for a poster, showing increasing independence in their choices.

- **Research.** Students will explore as many aspects of typography as possible in the time allowed. They will also be asked to research the topic of their poster to create independent ideas for exploration.
- **Development.** Students will develop their own ideas in relation to the topic being explored, showing consideration for media, style, process and composition amongst other things.
- **Recording their understanding.** Students will evaluate their work as it progresses. They will record their understanding of the significance of research, to the development of their ideas too.
- **Presenting** – Students will present their final piece (or pieces) for assessment.

#### Evaluation/ Review

**Big question:** Have you used research opportunities to develop your own ideas and outcomes?

**Learning outcome:** Have you managed to work with some independence to bring all the elements of a project together and present it as a final unit of work?

- **Self Assessment** - Are the designs created as good as they could be?
- Could you have made alternative choices to present them better? What could be better – aesthetics (what the designs look like?) or choice of program chosen?
- **WHY?** What new skills have you learnt?, If you had the chance, what would you do differently?
- **Peer Assessment** – Ask other students to evaluate the context of the design produced, what is successful and what could be done differently.

## Prior learning

### Prior learning required

How to use basic art skills. How to transfer information from one source to another (digitally). Understanding the difference between primary and secondary source research.

### Global/IOM/Subject Links

#### Links to other subjects

Business Studies – marketing, Psychology – understanding and communication. Music – semiotics and genre

#### Links to Global picture

– Consumerism – advertising  
- illustration

#### - Links to IOM

Applying marketing ideas to local businesses or industries in terms of their graphics (through typography).



## CARE Values

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|-------------------|---|
| <b>COURAGE</b>    | 'I will challenge myself and be brave in my learning'             |
| <b>ASPIRATION</b> | 'I will strive to do my utmost, to achieve my goals'              |
| <b>RESPECT</b>    | 'I will be polite to all and look after our school environment'   |
| <b>ENDEAVOUR</b>  | 'I will aspire to complete my learning to the best of my ability' |