Proforma AS/A2 Graphic Design

PLC: Personalised Learning Checklist

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| **Content/Topic:** | **Red** | **Amber** | **Green** |
| **Research and Critical Understanding** |  |  |  |
| Purposeful ideas researched approached with perseverance and enthusiasm |  |  |  |
| Can refine ideas through a number of ways to refine outcome |  |  |  |
| Researches a diverse range of sources to convey ideas |  |  |  |
| Researches a diverse range of others work to convey ideas |  |  |  |
| Independent judgements made showing accuracy |  |  |  |
| Understanding of contextual ideas and events and more complex social and economic issues involved |  |  |  |
| Willingness to take creative risks |  |  |  |
| Enquiry and evaluations are well informed |  |  |  |
| Use a range of communication techniques |  |  |  |
| Development is sequential and structured |  |  |  |
| Solutions are well constructed and perceptive and relevant connections made with sources |  |  |  |
| Reliance on primary resources/images is consistent |  |  |  |
| **Media and experiments** |  |  |  |
| Experiment with and selects a wide range of resources, media and materials |  |  |  |
| Understands the limitations of potential materials through extending and refining studies |  |  |  |
| Takes risks with media and used appropriately |  |  |  |
| Work is developed creatively and imaginatively |  |  |  |
| Reviews progress and effectively analyses work for improvements |  |  |  |
|  |  |  |  |
| **Formal elements** |  |  |  |
| Uses critical vocabulary to express independent judgements |  |  |  |
| Highly effective manipulation of formal elements of typography |  |  |  |
| Consistent command of skills and technique |  |  |  |
| Concepts are generated independently |  |  |  |
| Confident manipulation of the formal elements |  |  |  |
|  |  |  |  |
| **Presentation** |  |  |  |
| Work is intuitive, exciting and original |  |  |  |
| Work shows sophistication and flair and understanding |  |  |  |
| Technique, style, content and judgements are consistent and sensitive from conception to realisation. |  |  |  |
| Intentions are realised making connections between visual, oral or other elements |  |  |  |