

Curriculum Overview: *PHOTOGRAPHY – Key Stage 5*

Year 12 Foundation & Coursework

Rationale: In Year 12, we aim to develop and build on the students' knowledge and understanding gained in Key Stage 4 by exploring different materials, techniques and processes in new and more challenging ways. In addition, students will deepen their understanding of the purposes and uses of photographic images and the rights and responsibilities of artists and photographers when taking/making and using/exhibiting photographs. Contextual understanding is of paramount importance so emphasis is placed on developing skills in research and analysis of the work of artists and photographers to ensure depth of knowledge and understanding is gained which will then feed back into the students' own work. The initial focus will be on refreshing technical skills and knowledge and then exploring materials etc. through workshops and mini-projects. This initial exploratory phase allows students the room to explore through trial and error and discover their own visual language. Work produced during this phase will act as a springboard for students when they begin their coursework. Students will keep a technical workbook and a sketchbook to record the work done in this phase of the course. The coursework element is worth 60% of the A level grade and consists of a Personal Investigation, which is a practical project, the theme of which is chosen by the students in discussion with their teacher(s). In addition, there is a written element which accompanies the Personal Investigation and this is known as the Personal Study. This will consist of a minimum of 1000 words of continuous prose and will discuss and explore the work of artists that have inspired the students' Personal Investigations and explain how their own ideas have developed in response to this inspiration.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading & Literacy
Autumn Term	<p>Introduction to photography/refresher – what is a photograph? Exploring key questions about photography and its purposes.</p> <p>History of Photography, timeline.</p> <p>Technical Workbook exercises: understanding how a DSLR works; the exposure triangle; manual focusing etc.</p> <p>Revisiting the rules of composition.</p> <p>Threshold Concepts.</p> <p>Focus on analysing images.</p> <p>Project work to include opportunities to explore traditional darkroom processes, alternative photographic processes and modern approaches to photography and using photographic images in creative ways. Digital and</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2-3 tasks (time scale depending)</p> <p>Verbal feedback will be completed with students recording conversations for progression</p> <p>Written non-specific, generic feedback given in line with JCQ regulations</p>	<p>A variety of HL tasks relevant to the ongoing work will be set. These may consist of photoshoots or research activities in line with the JCQ regulations regarding supervision of work. Initial HL tasks will be more structured and generic.</p>	<p>Cameras, mobile phones, SD cards, USB leads, card readers.</p> <p>Computers.</p> <p>SoLs, worksheets, exemplars available on the Staff Resources area.</p>	<p><u>Knowledge</u></p> <p>Threshold Concepts – their meanings and associations. Understanding how cameras work and, in particular, how to control the Aperture & Shutter Speed settings accurately and effectively.</p> <p>Traditional darkroom techniques and experimental processes.</p> <p><u>Skills</u></p> <p>Good camera control.</p> <p>Analysing Images. Use of specialist equipment and materials.</p>	<p><u>Reading strategy</u></p> <p>Key terms and their meanings – technical terminology and visual elements.</p> <p>Etymology of words.</p> <p>Mind-mapping.</p> <p>Analytical and evaluative language.</p> <p>Structured analysis of artist and their work.</p> <p>Identifying relevant and useful information from different sources.</p> <p>Modelling of analysis and evaluation.</p>

	analogue processes to be explored.					
Spring Term	<p>Early in the Spring term, students will discuss their ideas for a theme for their Personal Investigation with their teacher(s) and will then put a project proposal together, demonstrating their intentions and ideas. Once this has been agreed with their teacher, the students will begin working on their chosen project.</p> <p>Students will begin exploring their ideas through mind-mapping and taking/creating images relevant to their theme. They will explore and investigate a range of artists and photographers whose work is relevant to their chosen theme and create their own responses inspired by these artists.</p> <p>Students will use their prior knowledge to work independently to explore various techniques, skills and processes linked to the theme and to their inspiration to develop and refine their ideas.</p> <p>To facilitate the independent journeys of students' work, teachers will lead in regular</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2-3 tasks (time scale depending)</p> <p>Verbal feedback will be completed with students recording conversations for progression</p> <p>Written non-specific, generic feedback given in line with JCQ regulations</p>	<p>A variety of HL tasks relevant to the ongoing work will be set. These may consist of photoshoots or research activities in line with the JCQ regulations regarding supervision of work. Initial HL tasks will be more structured and generic but, as the students' Personal Investigations develop and students are working more independently, they will be expected to continue developing work begun in class and will agree individual tasks with their teacher(s).</p>	<p>Cameras, mobile phones, SD cards, USB leads, card readers. Computers. SoLs, worksheets, exemplars available on the Staff Resources area.</p>	<p><u>Knowledge</u> In depth research and analysis of artists' work. Identifying topics within chosen theme. Understand the assessment objectives and how to effectively create evidence to meet the assessment criteria. Knowledge of a wide range of artists and photographers, their work and how it relates to their chosen theme. How to independently develop their ideas in response to artists investigated.</p> <p><u>Skills</u> Using a variety of materials, techniques and processes, skilfully and effectively to develop their ideas. Using digital and analogue processes successfully and independently. Identifying ways in which to improve their own work by being reflective and evaluative.</p>	<p><u>Reading strategy</u></p> <p>Analysis and evaluation; explanatory and informative annotation (as part of the personal investigation)</p> <p>Key terms & language used with understanding.</p>

	individual and/or group tutorials. Students will then act on these conversations to review, modify and refine work as it develops.					
Summer Term	<p>Students will continue to develop their ideas for their Personal Investigation, working independently, with advice and support from teaching staff.</p> <p>Students should demonstrate clear intentions and develop ideas that are underpinned by strong, in depth research, analysis and exploration of materials, techniques and processes. Student may wish to focus on developing their ideas through specialist routes such as digitally or using analogue processes. They may also wish to combine elements of both. They should consider where their ideas may take them in terms of outcomes and begin working towards this.</p> <p>Intentions and evaluative reflections should be summarised regularly and recorded as annotations in their sketchbooks to document their ongoing journey and clearly explain their decisions.</p> <p>Towards the end of the summer term, students will begin working on the Personal Study</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2-3 tasks (time scale depending)</p> <p>Verbal feedback will be completed with students recording conversations for progression</p> <p>Written non-specific, generic feedback given in line with JCQ regulations</p>	<p>A variety of HL tasks relevant to the ongoing work will be set. These may consist of photoshoots or research activities in line with the JCQ regulations regarding supervision of work. Initial HL tasks will be more structured and generic but, as the students' Personal Investigations develop and students are working more independently, they will be expected to continue developing work begun in class and will agree individual tasks with their teacher(s).</p>	<p>Cameras, mobile phones, SD cards, USB leads, card readers. Computers. SoLs, worksheets, exemplars available on the Staff Resources area.</p>	<p><u>Knowledge</u> In depth research and analysis of artists' work. Identifying topics within chosen theme. Understand the assessment objectives and how to effectively create evidence to meet the assessment criteria. Knowledge of a wide range of artists and photographers, their work and how it relates to their chosen theme. How to independently develop their ideas in response to artists investigated.</p> <p><u>Skills</u> Effective time-management Using a variety of materials, techniques and processes, skilfully and effectively to develop their ideas. Selecting and using digital and/or analogue processes successfully and independently. Identifying ways in which to improve their own work by being reflective and evaluative. Good level of grammar etc. for written work in Personal Study.</p>	<p><u>Reading strategy</u> Within the personal study: Interrogating sources. Making comparisons between sources. Writing about artists and their work in a coherent and informative way. Descriptive and analytical language.</p> <p>Analysis and evaluation; explanatory and informative annotation.</p> <p>Key terms & language used with understanding.</p>

	<p>which will support their practical project.</p> <p>To facilitate the independent journeys of students' work, teachers will lead in regular individual and/or group tutorials. Students will then act on these conversations to review, modify and refine work as it develops.</p>					
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Curriculum Overview: *PHOTOGRAPHY – Key Stage 5*

Year 13 Completing the Coursework and the Externally Set Task (Exam)

Rationale: In Year 13 students will continue to develop their Personal Investigations independently, facilitated and supported by teaching staff. They will build on the work generated in Year 12, leading towards fully developed and well realised outcome(s) for the project. Outcomes should be personal and meaningful and clearly relate to and realise their intentions, clearly showing the culmination of their learning journey. The Personal Investigation should be completed by the end of January, including final outcomes. The Personal Study will also be developed alongside the Personal Investigation and must also be completed by the end of January. Both elements of the coursework will be marked holistically. At the beginning of February, students will receive a paper from the exam board with a range of themes to choose from for the exam project. This is called the 'Externally Set Task' (ESA) and allows students to pick from a wide range of starting points to develop their exam project over the spring term. They will use prior knowledge and skills to independently investigate their chosen theme, addressing each of the assessment objectives to produce a coherent project leading to original and insightful outcomes. Early in the summer term, students will have a period of 15 hours of controlled time (conducted under exam conditions) in which to complete their exam project and produce their final outcomes.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Literacy
Autumn Term	<p>Students will continue to develop their ideas for their Personal Investigation, working independently, with advice and support from teaching staff.</p> <p>Students should be working towards finalising their experiments and begin developing specific uses of techniques and processes to be used in final outcomes. Students will need to have a clear idea of</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2-3 tasks (time scale depending)</p> <p>Verbal feedback will be completed with students recording</p>	<p>Students will be set personalised tasks linked to their theme choice & individual needs. The tasks will be linked to students' exam work and may include research tasks, taking photographs and/or experimental work.</p>	<p>Cameras, mobile phones, SD cards, USB leads, card readers. Computers. Darkroom equipment and chemicals; photo paper and cyanotype paper/chemicals. UV reactive dyes.</p> <p>No SoLs are available for ESA because teachers do not have access to the</p>	<p><u>Knowledge</u> In depth research and analysis of artists' work. Identifying topics within chosen theme. Understand the assessment objectives and how to effectively create evidence to meet</p>	<p><u>Reading strategy</u> Within the personal study: Interrogating sources. Making comparisons between sources. Writing about artists and their work in a coherent and informative way. Descriptive</p>

	<p>what they want their final outcomes to be and look like and should create a plan to help them achieve this.</p> <p>Students will complete their Personal Studies and discuss with teachers how it will be presented.</p> <p>To facilitate the independent journeys of students' work, teachers will lead in regular individual and/or group tutorials. Students will then act on these conversations to review, modify and refine work as it develops.</p>	<p>conversations for progression</p> <p>Written non-specific, generic feedback given in line with JCQ regulations</p>		<p>exam papers prior to the students.</p>	<p>the assessment criteria.</p> <p>Knowledge of a wide range of artists and photographers, their work and how it relates to their chosen theme.</p> <p>How to independently develop their ideas in response to artists investigated.</p> <p><u>Skills</u></p> <p>Effective time-management & planning.</p> <p>Using a variety of materials, techniques and processes, skilfully and effectively to develop their ideas.</p> <p>Selecting and using digital and/or analogue processes successfully and independently.</p> <p>Identifying ways in which to improve their own work by being reflective and evaluative.</p> <p>Good level of grammar etc. for written work in Personal Study.</p>	<p>and analytical language.</p> <p>Analysis and evaluation; explanatory and informative annotation.</p> <p>Key terms & language used with understanding.</p>
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Spring Term	<p>All Personal Investigations and Personal Studies to be fully completed and handed in by the end of January.</p> <p>ESA (exam)</p> <p>At the beginning of February, students will receive an exam paper from the exam board (Eduqas) with a choice of different themes for the Externally Set Assignment (ESA).</p> <p>Students choose a theme with support from their teachers and begin exploring initial ideas for their chosen project theme.</p> <p>Mind-mapping and initial ideas are explored. Artist/photographer research is conducted for contextual understanding leading to responses in the forms of photo shoots which are planned, carried out, reviewed, modified and refined. Further experimentation and exploration is conducted to develop ideas. This is a cyclical process and will develop ideas in the same manner as in their coursework project. All work is independently devised and conducted by the students and facilitated by teaching staff.</p> <p>Students will continue to develop ideas, reviewing and refining them as work develops, towards final outcomes that will</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2-3 tasks (time scale depending)</p> <p>Verbal feedback will be completed with students recording conversations for progression</p> <p>Written non-specific, generic feedback given in line with JCQ regulations</p>	<p>Students will be set personalised tasks linked to their theme choice & individual needs. The tasks will be linked to students' exam work and may include research tasks, taking photographs and/or experimental work.</p>	<p>Cameras, mobile phones, SD cards, USB leads, card readers. Computers. Lights, other materials such as paper etc.</p> <p>No SoLs are available for ESA because teachers do not have access to the exam papers prior to the students.</p>	<p><u>Knowledge</u> Understand themes set and how they might be interpreted.</p> <p>Understanding the iterative process involved in researching, analysing, planning, creating, reviewing, modifying and refining work as it progresses.</p> <p>Apply all knowledge gained over the A level course to create a worthwhile and coherent project.</p> <p><u>Skills</u> Skills gained over the A level course may be used where needed and appropriate to create a worthwhile and coherent project.</p>	<p><u>Reading strategy</u></p> <p>Mind mapping of ideas and artists.</p> <p>Analysis and evaluation; explanatory and informative annotation.</p> <p>Key terms & language used with knowledge & understanding.</p>
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	be completed during the exam in the early part of the summer term.					
Summer Term	GCE PHOTOGRAPHY EXAM (Date depending)- Students are to sit their ESA exam and create their final outcomes in a 15 hour controlled assessment, conducted under exam conditions. Pupils portfolios can be refined after the exam if dates allow (up until the 2 nd week in may only)	Work is internally marked and externally moderated.	N/A	N/A	N/A	