

## Subject Area: A-level Photography - Year 12

**Curriculum Intent:** The intention of our course is to foster a fascination in photographic processes, focusing on the versatility of the camera. Exploring a range of photographic processes and techniques, our curriculum interrogates the vast opportunities there are within Photography, as well as the scientific processes involved in the recording of light. The course develops students' awareness of the role of the photographic image, both historically and in contemporary society, considering the impact that photography has on our lives, industry and culture. Students will delve into the wider implications of producing images in today's world, both in a creative capacity and technically. Taking an active role in independent research students will deepen their understanding of artists, designers and photographers, within the context of the timeline of history. Taking into account the interaction between social, historical and political roles students will consider the value of their own photographic investigation and its cultural setting. The course structure aims to foster a natural desire to independently resolve technique experimentation, embarking upon a purposeful learning journey, coming to a range of creative solutions. Working both in the studio and on location students will consider the importance of lighting and develop the technical skills to control this. A mixed media approach to exploration is encouraged, promoting students to delve into both 2D and 3D materials and processes. In a discerning manner students will learn to flexible, adapting and selecting appropriate materials that will encourage a move towards mastery of their chosen media. With a firm focus on digital media, students will be given a contemporary understanding of design, illustration and manipulation techniques in readiness for degrees or roles in the creative industries. Students will reflect on their work, continually evaluating processes in order to review and refine their work. Students will produce a range of personal outcomes in response to their analytical and critical developments. The skills collated from this course will lead to a transferrable set of processes by which students are enabled to become autonomous artists capable of informed experimentation and purposeful creative resolutions.

Dates	Content	Assessment	Rationale
Term 1	<p><b>THE URBAN LANDSCAPE</b></p> <p>Introductory skills based unit</p> <p>AO1 Being critical and analytical contextual and other sources</p> <p>AO1 Respond to research in own work</p> <p>AO2 Selected appropriate materials and processes in response to research</p> <p>AO2 Review and refine work as it develops</p> <p>AO3 Photographic skills</p> <p>AO3 Annotations of an evaluative nature in order to record analytically and critically</p> <p>AO4 Developing a personal and meaningful response</p>	<p><b>Individual feedback</b> - targets discussed with all students in a one to one.</p> <p><b>Literacy support</b> - full written feedback given on literacy elements such as research.</p> <p><b>Group Crit Sessions</b> – sketchbook sharing sessions led by peers and tutor.</p> <p><b>Self-assessment</b> – checklists updated weekly to guide your project trajectory and sketchbook focuses</p> <p><b>PC1</b> –AO1 Marks, progress and grade one to one discussions</p> <p><b>PC2</b> – AO1, AO2, AO3, AO4 Marks, progress and grade one to one discussions</p>	<p><b>INTRODUCTION TO THE COURSE</b></p> <p>Discuss with students' assessment criteria and AQA A-level submission guidance</p> <p>The focus is to introduce students to the debate of 'what is photography?'. Considering the role of the image students complete initial research into the teacher led brief of 'the urban landscape'. Students are given a brief introduction to rules of composition in order to trigger the discussion of what makes a successful image. Students analyse a range of photographers work, exploring the 'urban landscape'. AO1</p> <p>Students are given clear focuses for their <b>photoshoots AO3, making links with artist research AO1, many set as homework tasks</b> in order to explore a range of locations in order to apply their composition skills.</p> <p>Students are taught a set of basic editing skills in order to explore exposure correction and colour experimentation AO2</p> <p>Curves/Levels Black &amp; White Cropping - Hue/Saturation Colour Tints and Typologies.</p> <p>The role of photoshop layers is introduced by linking with research into key photographers (Daniel Shiel and Sven Pfrommer) AO1. Students explore composition through digital collage, gaining confidence in mastering layers, opacity and blending modes. Students combine skills in order to build complexity and review and refine work AO2. Mixed media is explored in response to digital collage artists, with a focus on texture. A final outcome will be produced, demonstrating the refinements, concluding in a meaningful final outcome AO4.</p> <p><b>PS/CV's:</b> Considering the issues within society, students will tackle on issues of global importance such as dereliction, suburbia and fly tipping. Students will debate the impact on their images when recording their 'here and now'. Students draw on the work of practitioners both contemporary and historical, European and non-European. Students will investigate the cultural, political and historical significance of artists work within the timeline of art history.</p>
Term 2, 3 and 4	<p><b>CREATIVE PORTRAITURE</b></p> <p><b>A personal unit, responding to a range of Artists chosen by students themselves</b></p> <p>AO1 Being critical and analytical contextual and other sources</p> <p>AO1 Respond to research in own work</p> <p>AO2 Selected appropriate materials and processes in response to research</p> <p>AO2 Review and refine work as it develops</p> <p>AO3 Studio based photographic skills and manual exposure</p> <p>AO3 Annotations of an evaluative nature in order to record analytically and critically</p> <p>AO4 Developing a personal and meaningful response</p>	<p><b>Individual feedback</b> - targets discussed with all students in a one to one.</p> <p><b>Literacy support</b> - full written feedback given on literacy elements such as research.</p> <p><b>Group Crit Sessions</b> – sketchbook sharing sessions led by peers and tutor.</p> <p><b>Self-assessment</b> – checklists updated weekly to guide your project trajectory and sketchbook focuses</p> <p><b>PC2</b> – Sketchbook check reflected on completed Urban Landscape Project</p> <p>AO1 Artist links</p> <p>AO2 Edits</p> <p>AO3 Photoshoots &amp; Annotations</p> <p>AO4 Personal and Meaningful Outcomes and Developments</p> <p><b>PC3</b> –Sketchbook check reflective on Creative Portraiture Project</p> <p>AO1 Artist links</p> <p>AO2 Edits</p> <p>AO3 Photoshoots &amp; Annotations</p> <p>AO4 Personal and Meaningful Outcomes and Developments</p>	<p>Students this time are reapplying their knowledge in a different context. A much more independent project, students choose their own photographic and artistic influences AO1. Considering the wider context of creative portraiture photography within sociological, historical and political issues. An entirely different side of photography students will work predominantly in the studio.</p> <p>Students will be taught studio practises of lighting: High Key/Low Key/Coloured lighting AO3</p> <p>Students will be taught technical process of manual exposure Aperture/Shutter speed/ISO AO3 Their pre-planned photoshoots will respond to aspects of their researched practitioners, exploring the role of:</p> <ul style="list-style-type: none"> <li>- <b>Pose</b></li> <li>- <b>Facial Expression</b></li> <li>- <b>Costume/Make-up</b></li> <li>- <b>Props</b></li> <li>- <b>Location</b></li> </ul> <p><b>CEIAG:</b> Explicit links made with genres of photography including commercial and editorial genres and career routes.</p> <p>Working independently students will review and refine their work, selecting appropriate photoshoot focuses in response to their research AO1. Students will further develop their editing skills, selecting transformations adjustments appropriate to their research and intention.</p> <p>Photoshop taught processes include: Multiple Exposure/Dodge and Burn/Soft Focus/Vignette/Colour Balance.</p> <p>Gaining confidence in experimentation, students will be able to work within and outside of Photoshop in order to manipulate their images in their chosen creative manner. With emphasis on the importance of collection, students will review and refine their work, recording their thoughts and processes through a range of annotations.</p> <p>Photoshoots are self-directed, based on their chosen areas to refine and targets from self-reflections and evaluations AO3. Shoots and edits revisit their chosen areas of focus, developing their photographic skills. AO2Edits and designs focus on students' chosen area of creative portraiture</p>
Term 5	<p><b>DIGITAL DESIGN AND PHOTOMONTAGE</b></p> <p><b>Digital Collage Workshop – Advanced</b></p> <p><b>Week 1</b></p> <p>Explore Adobe Photoshop intermediate - advanced skills including Custom shapes, Fragmentation and cutting out using paths</p> <p><b>Week 2</b></p> <p>Explore Adobe Photoshop intermediate - advanced skills including Gradient Map, Clipping Mask, Scanned sources,</p> <p><b>Week 3</b></p> <p>Explore Adobe Photoshop intermediate - advanced skills including Fx tabs including colour overlay and stroke, Creating Patterns, Drop shadow</p>	<p><b>Individual feedback</b> - targets discussed with all students in a one to one.</p> <p><b>Literacy support</b> - full written feedback given on literacy elements such as research.</p> <p><b>Group Crit Sessions</b> – sketchbook sharing sessions led by peers and tutor.</p> <p><b>Self-assessment</b> – checklists updated weekly to guide your project trajectory and sketchbook focuses</p> <p><b>PC4</b> –Sketchbook check reflected on Digital Collage Project</p> <p>AO1 Artist links</p> <p>AO2 Edits</p> <p>AO3 Photoshoots &amp; Annotations</p> <p>AO4 Personal and Meaningful Outcomes and Developments</p>	<p><b>Digital Collage Workshop</b></p> <p>This workshop is aimed at building students skills up to intermediate and advanced, differentiated based on their processes. Students are introduced to complex processes such as vectors, paths and digital drawing processes over the course of 3 weeks. This prepares students for complex digital collage processes often explored during Year 13 (see SOW for details)</p> <p><b>CEIAG:</b> Dedicated presentation on roles in the creative industries and possible routes in to industry, engaging with blogs and contemporary practitioners and industries such as graphic design.</p> <p><b>PS/CV's:</b> Considering a vast range of issues, students will often respond to work exploring topics such as mental health, anorexia and identify. Students will conduct analysis of the role of their images in communication. Students draw on the work of practitioners both contemporary and historical, European and non-European. Students will investigate the cultural, political and historical significance of artists work within the timeline of art history.</p>
Term 6	<p><b>PERSONAL INVESTIGATION</b></p> <p>AO1 Being critical and analytical contextual and other sources</p> <p>AO3 Photographic and observational skills</p>	<p><b>Individual feedback</b> - targets discussed with all students in a one to one.</p> <p><b>Literacy support</b> - full written feedback given on literacy elements such as research.</p> <p><b>Group Crit Sessions</b> – sketchbook sharing sessions led by peers and tutor.</p> <p><b>Self-assessment</b> – checklists updated weekly to guide your project trajectory and sketchbook focuses</p>	<p>Time is spent carefully considering the vast number of possible routes of investigation for students personal investigation.</p> <p>This independently selected investigation is student's choice of exploration with Photography.</p> <p>Students must select a topic, theme or issue to interrogate through their own photographic exploration.</p> <p>Lessons provide a comprehensive introduction into conducting research into both contextual and non-contextual sources independently. AO1, AO4 We will recap over artist analysis AO1 strategies including image analysis, visual analysis and colour palette analysis. Students will complete a range of moodboard, mindmaps and present their findings in the form of a presentation.</p> <p><b>CEIAG:</b> Open trip to ManMet degree shows during June 2022 to promote creative routes in higher education</p>

## Subject Area: A-level Photography - Year 13

**Curriculum Intent:** The intention of our course is to foster a fascination in photographic processes, focusing on the versatility of the camera. Exploring a range of photographic processes and techniques, our curriculum interrogates the vast opportunities there are within Photography, as well as the scientific processes involved in the recording of light. The course develops students' awareness of the role of the photographic image, both historically and in contemporary society, considering the impact that photography has on our lives, industry and culture. Students will delve into the wider implications of producing images in today's world, both in a creative capacity and technically. Taking an active role in independent research students will deepen their understanding of artists, designers and photographers, within the context of the timeline of history. Taking into account the interaction between social, historical and political roles students will consider the value of their own photographic investigation and its cultural setting. The course structure aims to foster a natural desire to independently resolve technique experimentation, embarking upon a purposeful learning journey, coming to a range of creative solutions. Working both in the studio and on location students will consider the importance of lighting and develop the technical skills to control this. A mixed media approach to exploration is encouraged, promoting students to delve into both 2D and 3D materials and processes. In a discerning manner students will learn to flexible, adapting and selecting appropriate materials that will encourage a move towards mastery of their chosen media. With a firm focus on digital media, students will be given a contemporary understanding of design, illustration and manipulation techniques in readiness for degrees or roles in the creative industries. Students will reflect on their work, continually evaluating processes in order to review and refine their work. Students will produce a range of personal outcomes in response to their analytical and critical developments. The skills collated from this course will lead to a transferrable set of processes by which students are enabled to become autonomous artists capable of informed experimentation and purposeful creative resolutions.

Dates	Content	Assessment	Rationale
<b>Term 1 and 2</b>	<p><b>COMPONENT 1 continued (60% WEIGHTING)</b> Equally weighted across 4 assessment objectives (AO1 – AO4 24 marks in each band) Personal Investigation</p> <p><b>PERSONAL INVESTIGATION</b> AO1 Being critical and analytical contextual and other sources AO1 Respond to research in own work AO2 Selected appropriate materials and processes in response to research AO2 Review and refine work as it develops AO3 Photographic skills AO3 Annotations of an evaluative nature in order to record analytically and critically AO4 Developing a personal and meaningful response</p>	<p><b>Individual feedback</b> - targets discussed with all students in a one to one.</p> <p><b>Literacy support</b> - full written feedback given on literacy elements such as research.</p> <p><b>Group Crit Sessions</b> – sketchbook sharing sessions led by peers and tutor.</p> <p><b>Self-assessment</b> – checklists updated weekly to guide your project trajectory and sketchbook focuses</p> <p><b>PC1 –AO1</b> Marks, progress and grade one to one discussions</p> <p><b>PC2 – AO1, AO2, AO3, AO4</b> Marks, progress and grade one to one discussions</p>	<p><b>PERSONAL INVESTIGATION CONTINUED</b> This independently selected investigation is student's choice of exploration with Photography. Students must select a topic, theme or issue to interrogate through their own photographic exploration. Lessons provide a comprehensive introduction into conducting research into both contextual and non-contextual sources independently. AO1, AO4 We will recap over artist analysis AO1 strategies including image analysis, visual analysis and colour palette analysis as students plan their response. Students will complete a range of photoshoots, exploring their chosen subject matter AO3. Students will select and apply their own choice of techniques such as long exposure and photo joiner as they develop their own images. An emphasis remains on traditional recording methods such as contact prints as students keep a personal record in the form of a sketchbook or digital portfolio as their evidence and learning log. AO2 The course supports mixed media routes, introducing materials such as calico, acetate, embroidery and three-dimensional work where relevant.</p> <p>Students are able to work on location but are also supported by being given access to the studio lighting. Coloured gels, snoot and hot shoe methods are taught to enable students to access manual exposure techniques using the SLR. Students will be taught technical process of manual exposure Aperture/Shutter speed/ISO. Working independently students will review and refine their work, selecting appropriate photoshoot focuses in response to their research AO1. Students will further develop their editing skills, selecting transformations adjustments appropriate to their research and intention.</p> <p>Adobe Photoshop processes are taught on a workshop basis. Building proficiency and confidence in digital experimentation, students will be able to work within and outside of Photoshop in order to manipulate their images in their chosen creative manner. Students often employ mixed media processes as part of this. With emphasis on the importance of refinement, students will review and refine their work, recording their thoughts and processes through a range of annotations.</p> <p>Students will begin to conclude their investigations in December, ready to finalise their projects through a choice of outcome/s of their own design. This is accompanied by a 1-3000 word essay, which acts as a reflective document, summarising their learning journey, research, discoveries, techniques and processes.</p>
<b>Term 3 and 4</b>	<p><b>EXTERNALLY SET ASSIGNMENT (40% WEIGHTING)</b> Students select a theme from the topics set by AQA, responding to their choice of topic in response. AO1 Being critical and analytical contextual and other sources</p> <p>AO1 Respond to research in own work</p> <p>AO2 Selected appropriate materials and processes in response to research</p> <p>AO2 Review and refine work as it develops</p> <p>AO3 Drawings, photos and observations</p> <p>AO3 Annotations of an evaluative nature in order to record analytically and critically</p> <p>AO4 Developing a personal and meaningful response</p>	<p><b>Individual feedback</b> - targets discussed with all students in a one to one.</p> <p><b>Literacy support</b> - full written feedback given on literacy elements such as research.</p> <p><b>Group Crit Sessions</b> – sketchbook sharing sessions led by peers and tutor.</p> <p><b>Self-assessment</b> – checklists updated weekly to guide your project trajectory and sketchbook focuses</p> <p>Self assessment/target setting</p> <p><b>PC 3 – AO1, AO2, AO3, AO4 Component 1 review</b></p>	<p><b>Component 2</b> A selection of 8 themes set by the exam board, complete from the 1<sup>st</sup> February – May. Students select one of the pre-set topics to fully investigate. Research will be conducted in response to their chosen theme. Lessons provide a comprehensive introduction into conducting research into both contextual and non-contextual sources independently. AO1, AO4</p> <div style="border: 2px solid purple; padding: 5px; margin: 10px 0;"> <p>CEIAG: Explicit links made with the purpose of imagery for example in Advertising and Graphic Design, exploring roles in these areas (Careers). Sociological, cultural and historical context is often essential when unpicking the work of practitioners. Regular links made with both film and television. Subjects such as feminism, gender and consumerism openly tackled through class debate as and when raised.</p> </div> <div style="border: 2px solid purple; padding: 5px; margin: 10px 0;"> <p>PS/CV's: Considering the issues within society, students may take on issues of global importance. For example the impact on their images when recording their 'here and now'. Students draw on the work of practitioners both contemporary and historical, European and non-European. Students will investigate the cultural, political and historical significance of artists work within the timeline of art history.</p> </div>
<b>Term 4 and 5</b>	<p><b>EXTERNALLY SET ASSIGNMENT (40% WEIGHTING)</b> A personal unit, responding to a range of Artists chosen by students themselves</p> <p>AO1 Being critical and analytical contextual and other sources</p> <p>AO1 Respond to research in own work</p> <p>AO2 Selected appropriate materials and processes in response to research</p> <p>AO2 Review and refine work as it develops</p> <p>AO3 Drawings, photos and observations</p> <p>AO3 Annotations of an evaluative nature in order to record analytically and critically</p> <p>AO4 Developing a personal and meaningful response</p> <p><b>15 HOUR CONTROLLED ASSIGNMENT – FINAL OUTCOMES</b></p>	<p><b>Individual feedback</b> - targets discussed with all students in a one to one.</p> <p><b>Literacy support</b> - full written feedback given on literacy elements such as research.</p> <p><b>Group Crit Sessions</b> – sketchbook sharing sessions led by peers and tutor.</p> <p><b>Self-assessment</b> – checklists updated weekly to guide your project trajectory and sketchbook focuses</p> <p>Group Crits/ Peer assessment</p> <p>Self assessment/target setting</p> <p><b>PC4 – AO1, AO2, AO3, AO4 Component 2 review</b></p> <p><b>PC4 – AO1, AO2, AO3, AO4 FINAL MARKS GIVEN</b></p>	<p>Students select one of the pre-set topics to fully investigate. Research will be conducted in response to their chosen theme. Lessons provide a comprehensive introduction into conducting research into both contextual and non-contextual sources independently. AO1, AO4 We will recap over artist analysis AO1 strategies including image analysis, visual analysis and colour palette analysis as students plan their response. Students will complete a range of photoshoots, exploring their chosen subject matter AO3. Students will select and apply their own choice of techniques such as long exposure and photo joiner as they develop their own images. An emphasis remains on traditional recording methods such as contact prints as students keep a personal record in the form of a sketchbook or digital portfolio as their evidence and learning log. AO2 The course supports mixed media routes, introducing materials such as calico, acetate, embroidery and three-dimensional work where relevant.</p> <p>Students conclude their investigation in the formal of a final outcome. This can be a stand alone piece of work or a series which forms a creative resolution to their explorations, experiments and investigations. As a response to their critical and analytical findings, students should present a personal and self-devised through their previous creative experiments. It may be a sculpture, animation, a book or set of prints.</p> <p><b>This is completed, unaided, and under exam conditions during the 15 hours controlled time.</b> <b>Component 1 has a weighting of 60% of their final grade and the other 40% comes from the separate assessment of their externally set assignment (including a controlled exam of 15 hours).</b> Students final grades are determined by AQA on submission and all marks are moderated internally, as well as standardised every year by AQA.</p>

