Carmel College Curriculum Implementation – KS 5 Long term plan Subject: Photography

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|  | Year 12 | Year 13 |
| Autumn half term 1Sequential knowledge and skills | Year 12 – Course outline / structure DLSR Introduction and Techniques- learning camera settings, aperture, shutter-speed research-understanding composition- depth-of-field experiments in college-Wynyard Gardens photo-shoot; shallow depth-of-field with natural forms, shutter-speed experiment with water featuresEditing and analysing own images-introduction to Adobe Photoshop- How to save and manage files-Edit and present Wynyard Gardens photoshootAge and Decay: Textures and Mixed-Media-edit and present Tanfield photoshoot-physical manipulation: printing on different papers, scratching, crumpling, tearing etc-explore ideas of mixed-media photographers, eg Catherine Yass, Matthew BrandtDarkroom and Analogue Photography-Research and create photography timeline, history of cameras and photographs-Pinhole cameras(to continue after half-term) | Personal investigation unitOutline of the year ahead* Students continuing to work on their personal investigation.

Week 2: Crit - To peer assess work using AQA assessment objectivesFollowing group crit - act on feedback – developing observations linked with contextual ref – developing ideas towards interim set of work. |
| Assessment Content and methods used to judge learning | * Feedback sheets
* Teacher assessment is made on sketchbooks and includes both class work and homework based on assessment criteria.
 | * Crit: Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. Feedback sheets
* Teacher assessment is made on sketchbooks and includes both class work and homework based on assessment criteria.
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| Autumn half term 2Sequential knowledge and skills | Crit – To peer assess work using AQA assessment objectives.To peer assess work using AQA assessment objectives.* To develop an awareness of how AO1, AO2 and AO3 impact upon your work.

Darkroom and Analogue Photography (continued)-Photograms (and possibly cyanotype)- Taking photos using manual SLR film cameras, (re-visit and build on understanding of aperture, shutter-speed)Experimental/abstract colour-using manual settings on DSLR camera-fireworks, Christmas lights and bokeh-ink in water-intro to macro lens, oil on waterPortraiture-lighting and backdrops-using projected image over model-further exploration of layering using Photoshop, (and links made to relevant photographers)-mixed-media experiments, (Rankin, Maurizio Anzeri, Lucas Simoes)Still-life-f64 group-explore lighting/tripod | * More focussed line of enquiry
* Begin 3,000 word essay – peer examples, mind map journey, create essay plan. Broken into weekly chunks- introduction/justifications/ conclusion
* Completing more photo-shoots - focused line of enquiry
* Development of ideas and exploration of techniques leading towards refining of ideas – working towards final sets
* Initial ideas for final sets
* Further development -
* Complete photography bookwork and next 1000 words over Christmas.
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| Assessment Content and methods used to judge learning | * Feedback sheets - Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop
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| Spring half term 3Sequential knowledge and skills | * Completion of external photoshoots - chosen direction.
* Development of ideas and exploration of techniques leading towards refining of ideas

Editing and completion of Initial ideas for final sets ideas. | Outcome deadline final sets and essay deadline end of January.Externally set assignment February 1st – introduce exam unitStudents to choose one theme to developMind map / contextual references / photoshoots |
| Assessment Content and methods used to judge learning | * Teacher assessment is made on sketchbooks and includes both class work and homework based on assessment criteria.
 | * Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework – personal investigation project marked in February.
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| Spring half term 4 Sequential knowledge and skills | Begin researching idea for Personal Investigation unit.  | * Photoshoots/ photographer research.
* Refining ideas.
* Crit: - Peer assess / acting on feedback
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| Assessment Content and methods used to judge learning | * Crit - Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop.
* Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework – assessing completed ‘Natural and man-made’ project
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| Summer half term 5 Sequential knowledge and skills | Personal investigation unit. | Final development of bookA2 exams – 15 Hours – Deadline for photography book |
| Assessment Content and methods used to judge learning | * Feedback sheets - Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop.
 | Personal assessment and exam units internally / externally moderated |
| Summer half term 5Sequential knowledge and skills | * Personal investigation continued.

Trip to London – gallery visits to V & A, Tate Modern, Tate Britain and Chelsea Art College **or** Newcastle – The Baltic, Biscuit factory, The Laing etcTrip reports x 2 double pages. End of term Crit: - Peer assess / acting on feedback to act on over the summer | N/A |
| Assessment Content and methods used to judge learningAssessment | EOY Assessments* Teacher assessment is made on new personal investigation project
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