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

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|  | Year 12 | Year 13 |
| Autumn half term 1  Sequential 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 features  Editing and analysing own images  -introduction to Adobe Photoshop  - How to save and manage files  -Edit and present Wynyard Gardens photoshoot  Age 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 Brandt  Darkroom and Analogue Photography  -Research and create photography timeline, history of cameras and photographs  -Pinhole cameras  (to continue after half-term) | Personal investigation unit  Outline of the year ahead   * Students continuing to work on their personal investigation.   Week 2: Crit - To peer assess work using AQA assessment objectives  Following 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. |
| Autumn half term 2  Sequential 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 water  Portraiture  -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. |
| 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 |  |
| Spring half term 3  Sequential 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 unit  Students to choose one theme to develop  Mind 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. |
| 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 |
| 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 |  |
| Summer half term 5 Sequential knowledge and skills | Personal investigation unit. | Final development of book  A2 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 5  Sequential 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 etc  Trip 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 learning  Assessment | EOY Assessments   * Teacher assessment is made on new personal investigation project |  |