

	Year 12	Year 13
Autumn half term 1 Sequential knowledge and skills	<p>AS – Course outline / structure <u>'Natural &amp; Man-made'</u></p> <ul style="list-style-type: none"> <li>• Mind map, list of photographer's names, images.</li> <li>• Building on skills and introducing new techniques through Natural and manmade.</li> <li>• Photography trip to Tanfield Railway and Wynard Gardens. Camera skills / setting /composing an image /capturing the formal elements</li> <li>• Understanding the purpose of contact sheets – annotation subject language.</li> <li>• Editing skills getting started with Photoshop – basic editing / layering.</li> <li>• Still life studio setup – working with studio lighting. Research the work of Edward Weston in preparation for photo shoot</li> </ul>	<p><u>Personal investigation unit</u> Outline of the year ahead</p> <ul style="list-style-type: none"> <li>• Students continuing to work on their personal investigation.</li> </ul> <p>Week 2: Crit - To peer assess work using AQA assessment objectives</p> <p>Following group crit - act on feedback – developing observations linked with contextual ref – developing ideas towards interim set of work.</p>
Assessment Content and methods used to judge learning	<ul style="list-style-type: none"> <li>• Feedback sheets</li> <li>• Teacher assessment is made on sketchbooks and includes both class work and homework based on assessment criteria.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Crit: Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop. Feedback sheets</li> <li>• Teacher assessment is made on sketchbooks and includes both class work and homework based on assessment criteria.</li> </ul>
Autumn half term 2 Sequential knowledge and skills	<p>Crit – To peer assess work using AQA assessment objectives. To peer assess work using AQA assessment objectives.</p> <ul style="list-style-type: none"> <li>• To develop an awareness of how AO1, AO2 and AO3 impact upon your work.</li> <li>• Continuation of studio set up exploring and learning to control lighting –Ernst Haas, Amy Melious, etc</li> <li>• SLR skills understanding of aperture</li> <li>• Developing film/photograms</li> <li>• Darkroom skills - Understanding enlarger, Printing contact sheet, printing photograph</li> <li>• Completion of external photoshoots related to natural and</li> </ul>	<ul style="list-style-type: none"> <li>• More focussed line of enquiry</li> <li>• Begin 3,000 word essay – peer examples, mind map journey, create essay plan. Broken into weekly chunks- introduction/justifications/ conclusion</li> <li>• Completing more photo-shoots - focused line of enquiry</li> <li>• Development of ideas and exploration of techniques leading towards refining of ideas – working towards final sets</li> <li>• Initial ideas for final sets</li> <li>• Further development -</li> <li>• Complete photography bookwork and next 1000 words over Christmas.</li> </ul>

	<p>manmade - chosen direction.</p> <ul style="list-style-type: none"> <li>• Development of ideas and exploration of techniques leading towards refining of ideas</li> <li>• Editing and completion of Initial ideas for final sets ideas.</li> </ul>	
Assessment Content and methods used to judge learning	<ul style="list-style-type: none"> <li>• Feedback sheets - Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop</li> </ul>	
Spring half term 3 Sequential knowledge and skills	<p>Workshops based on new techniques and building on knowledge.</p> <p>Students exploring own personal theme of experimental, man-made, natural or age and decay.</p>	<p>Outcome deadline final sets and essay deadline end of January. <u>Externally set assignment February 1<sup>st</sup> – introduce exam unit</u></p> <p>Students to choose one theme to develop</p> <p>Mind map / contextual references / photoshoots</p>
Assessment Content and methods used to judge learning	<ul style="list-style-type: none"> <li>• Teacher assessment is made on sketchbooks and includes both class work and homework based on assessment criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework – personal investigation project marked in February.</li> </ul>
Spring half term 4 Sequential knowledge and skills	<p>Continue with workshops.</p> <p>Independent work - exploring camera skills / darkroom techniques.</p> <p>Students exploring own personal theme of experimental, man-made, natural or age and decay.</p> <p>Workshops on different techniques.</p>	<ul style="list-style-type: none"> <li>• Photoshoots/ photographer research.</li> <li>• Refining ideas.</li> <li>• Crit: - Peer assess / acting on feedback</li> </ul>
Assessment Content and methods used to judge learning	<ul style="list-style-type: none"> <li>• Crit - Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop.</li> <li>• Teacher assessment is made on sketchbooks in a summative way which includes both class work and homework – assessing completed 'Natural and man-made' project</li> </ul>	
Summer half term 5 Sequential knowledge and skills	<p>Begin Personal investigation unit.</p>	<p>Final development of book</p> <p>A2 exams – 15 Hours – Deadline for photography book</p>

Assessment Content and methods used to judge learning	<ul style="list-style-type: none"> <li>Feedback sheets - Self/Peer assessment of work – using AQA assessment objectives. Review to discuss strengths and areas to develop.</li> </ul>	Personal assessment and exam units internally / externally moderated
Summer half term 5 Sequential knowledge and skills	<ul style="list-style-type: none"> <li>Personal investigation continued.</li> </ul> <p>Trip to London – gallery visits to V &amp; A, Tate Modern, Tate Britain and Chelsea Art College <b>or</b> Newcastle – The Baltic, Biscuit factory, The Laing etc</p> <p>Trip reports x 2 double pages.</p> <p>End of term Crit: - Peer assess / acting on feedback to act on over the summer</p>	N/A
Assessment Content and methods used to judge learning Assessment	<p>EOY Assessments</p> <ul style="list-style-type: none"> <li>Teacher assessment is made on new personal investigation project</li> </ul>	